



Annemount

Nursery and Pre-preparatory School

Annemount School Relationships and Sex Education Policy

This policy applies to the whole school including EYFS

This policy should also be read in conjunction with the schools COVID-19 Policy. Due to the ongoing pandemic there may be some aspects of this policy which may suddenly change or be placed on hold.

The Aims

- Provide a framework in which sensitive discussions can take place
- Teach pupils the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Encourage pupils to develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support

Annemount School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Citizenship, Health and Economic (PSCHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

These aims compliment those of the Science curriculum in EYFS and KS1.

Statutory Requirements

As an independent school we must provide *relationships education* to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide *sex education*; however, we do need to teach the names of parts of the body contained in the KS1 Science curriculum which in turn will empower children with an understanding to safeguard themselves.

In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

Our RSE curriculum is embedded within our PSHCE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate, informative and supportive manner. We recognise that children will potentially seek answers to sensitive questions online and this could lead to inappropriate information. With this in mind, we endeavour to equip pupils with the answers they are seeking.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

Teachers at Annemount should deliver information around relationships and sex education factually and avoid any subjective or prejudicial interpretation or commentary.

As part of RSE, pupils will be taught about the importance of strong and mutually supportive relationships within and outside marriage for family life and bringing up children. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents and carers.

We carry out the main RSE curriculum in PSHE lessons (see Appendix 1 for further details), however we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of

school life including assemblies and break times such as the playground. It is important that all staff understand that they have a responsibility to implement this policy and promote the aims of the school.

Science Curriculum

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Teaching and Learning including delivery of the RSE curriculum

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and Responsibilities

The Head Teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity

- Monitors this policy on a regular basis

Staff

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Class teachers are responsible for teaching RSE at Annemount.

Teachers will reply to, and answer children's questions sensitively and openly. They will ensure that balanced information is provided which will take the different faiths' views into account. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective, we:

- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education. However specific sex education is not delivered to pupils at Annemount due to their age.

- A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

The science curriculum includes content on human development, including reproduction, which there is no right to withdraw from.

Requests for withdrawal should be put in writing addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

Confidentiality

Teachers conduct RSE education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection (Geraldine Maidment) as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Annemount complaints procedure if they feel things are not resolved.

Monitoring arrangements

The delivery of RSE is monitored by the SLT through, for example, planning scrutiny, learning walks and lesson observations.

Class teachers monitor progress within the RSE curriculum as part of our PSHCE internal assessment systems.

This policy will be reviewed by Geraldine Maidment, Aiden Griffin and Sarah Thompson annually. At every review, the policy will be approved by the staff, and consider the views of parents or carers and pupils.

Further policies

In conjunction with this policy, please also see:

- Behaviour and Anti--Bullying Policy
- Safeguarding Children Policy
- Online Safety Policy
- PSHE Policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-andhealth-education-faqs>

Date: July 2020

Review: July 2021

Appendix 1: Curriculum map

PSHCE and RSE curriculum map

Year Group	Autumn Term	Spring Term	Summer Term
EYFS	Awareness of feelings All about me Being different Money	Keeping well and clean My friendships The Environment	Keeping Safe My family Losing and finding Looking after myself
Year One	Healthy people All about my feelings Money, shopping and saving	Keeping safe Making and breaking friendships Coping with conflict Special days	About my body Exploring our families Global food
Year Two	Emotions and feelings Peer influence/pressure Me and my community	Healthy Lifestyles Safe Relationships Where do things come from?	Drug Education - Smoking & Basic First Aid Keeping safe Different Families Aspirations Managing money

EYFS Pre-Reception and Reception		Curriculum links:	
		<ul style="list-style-type: none"> ■ PSHE ■ Relationships Education ■ Science Curriculum 	<ul style="list-style-type: none"> ■ Health Education ■ Sex Education
		<small>SG = contributes to safeguarding BV = contributes to British Values</small>	
Core Theme	Autumn Term	Spring Term	Summer Term
HEALTH AND WELLBEING	AWARENESS OF FEELINGS ■ Mental Wellbeing Children will learn: <ul style="list-style-type: none"> How to recognise and name different feelings A range of words to describe feelings How to tell how people are feeling Children should: <ul style="list-style-type: none"> Begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings ^{SG} 	KEEPING WELL AND CLEAN ■ Physical Health and Fitness ■ Healthy Eating ■ Health and Prevention Children will learn: <ul style="list-style-type: none"> that things people put into their bodies can affect how they feel why hygiene is important and how simple hygiene routines can stop germs from being passed on how physical activity and healthy eating helps them to stay healthy what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing who helps help them to stay healthy (e.g. parent, dentist, doctor) Children should: <ul style="list-style-type: none"> know how to keep themselves clean and how to brush their teeth effectively be able to describe different ways to stay healthy 	KEEPING SAFE ■ Being Safe ■ Drug, Alcohol and Tobacco ■ Internet Safety and Harms ■ Mental Wellbeing Children will learn: <ul style="list-style-type: none"> that household products, including medicines, can be harmful if not used properly ^{SG} how medicines can help people stay healthy and that some people need to take medicines every day to stay healthy ^{SG} some basic rules to keep safe online ^{SG} Children should: <ul style="list-style-type: none"> know how to keep themselves safe at home and online ^{SG}
	RELATIONSHIPS	ALL ABOUT ME ■ Respectful Relationships ■ Mental Wellbeing Children will learn: <ul style="list-style-type: none"> what they like/dislike and are good at 	MY FRIENDSHIPS ■ Caring Friendships ■ Respectful Relationships ■ Online Relationships ■ Being Safe ■ Mental Wellbeing

EYFS Pre-Reception and Reception		Curriculum links:	
		<ul style="list-style-type: none"> ■ PSHE ■ Relationships Education ■ Science Curriculum 	<ul style="list-style-type: none"> ■ Health Education ■ Sex Education
		<small>SG = contributes to safeguarding BV = contributes to British Values</small>	
Core Theme	Autumn Term	Spring Term	Summer Term
LIVING IN THE WIDER WORLD	<ul style="list-style-type: none"> what makes them special and that everyone has different strengths how their personal features or qualities are unique to them how they are similar or different to others, and what they have in common Children should: <ul style="list-style-type: none"> be able to describe their unique qualities and strengths, and the qualities and strengths of others 	Children will learn: <ul style="list-style-type: none"> about what makes a good friend about different types of friends, including grown-ups ^{SG} simple strategies to resolve conflict between friends that hurtful behaviour is not acceptable and how to report bullying (including cyberbullying) ^{SG} the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises ^{SG} What 'privacy' means and the importance of respecting others' privacy Children should: <ul style="list-style-type: none"> be able to talk about what makes a good friendship be able to talk about good and not so good feelings ^{SG} be able to talk about how they would resolve conflicts with their friends ^{SG} 	<ul style="list-style-type: none"> To identify who can help when families make us feel unhappy or unsafe ^{SG} Children should: <ul style="list-style-type: none"> Know there are different types of families Know which people we can ask for help ^{SG} LOSING AND FINDING ■ Mental Wellbeing Children will learn: <ul style="list-style-type: none"> about what happens when things get lost or change Children should: <ul style="list-style-type: none"> be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends)
		BEING DIFFERENT ■ Respectful Relationships Children will learn: <ul style="list-style-type: none"> more about other people's opinions and views ^{BV} about the different groups they belong to (clubs, faith, cultural heritage etc) ^{BV} 	THE ENVIRONMENT ■ Being a responsible citizen Children will learn: <ul style="list-style-type: none"> what can harm the local and global environment; how they and others can help care for it Children should:

EYFS Pre-Reception and Reception		Curriculum links:	
		■ PSHE ■ Relationships Education ■ Science Curriculum <small>SG = contributes to safeguarding</small>	■ Health Education ■ Sex Education <small>BV = contributes to British Values</small>
Core Theme	Autumn Term	Spring Term	Summer Term
	Children should: <ul style="list-style-type: none"> be able to talk about the fact that everyone has different opinions and views ^{BV} MONEY ■ Economic Wellbeing Children will learn: <ul style="list-style-type: none"> about what money is and where it comes from about the cost of everyday items that I can keep money in different places, and that some places are safer than others, e.g. a money box or a bank Children should: <ul style="list-style-type: none"> be able to identify and recognise the value of coins and notes be able to talk about where money can come from be able to explain the difference between needs and wants be able to explain a suitable place to keep money safe, and explain why 	<ul style="list-style-type: none"> know some of the things they can do at home and at school to help the environment 	<ul style="list-style-type: none"> understand the role of the emergency services ^{SG}

Key Stage One Year One		Curriculum links:	
		■ PSHE ■ Relationships Education ■ Science Curriculum <small>SG = contributes to safeguarding</small>	■ Health Education ■ Sex Education <small>BV = contributes to British Values</small>
Core Theme	Autumn Term	Spring Term	Summer Term
HEALTH AND WELLBEING	HEALTHY PEOPLE ■ Mental Wellbeing ■ Physical Health and Fitness ■ Healthy Eating ■ Health and Prevention ■ Science Curriculum Children will learn: <ul style="list-style-type: none"> that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest (Science curriculum) to recognise the importance of knowing when to take a break from time online or TV that a healthy person has good physical and mental health and wellbeing Children should: <ul style="list-style-type: none"> be able to describe the components of a healthy day 	KEEPING SAFE ■ Being Safe ■ Online Relationships ■ Mental Wellbeing ■ Internet Safety and Harms ■ Health and Prevention ■ Drug, Alcohol and Tobacco ■ Basic First Aid Children will learn: <ul style="list-style-type: none"> how rules and restrictions help them to keep safe (e.g. age, basic road, fire, cycle, water safety; in relation to medicines/ household products and online) ^{SG} how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and learn what steps they can take to avoid or remove themselves from them ^{SG} that not everything they see online is true or trustworthy and that people can pretend to be someone they are not ^{SG} how to tell a trusted adult if/when they are worried for themselves or others, worried that something is, or feels, unsafe, or if they come across something that scares or concerns them, including how to get help in an 	ABOUT MY BODY ■ Being Safe ■ Respectful Relationships ■ Science Curriculum Children will learn: <ul style="list-style-type: none"> about their bodies and how they work about the similarities and differences between males and females about gender stereotypes Children should: <ul style="list-style-type: none"> be able to name the main parts of the body (including external genitalia) (Science curriculum) ^{SG} understand that some people have fixed ideas about what boys and girls can do

Key Stage One Year One		Curriculum links: ■ PSHE ■ Relationships Education ■ Science Curriculum <small>SG = contributes to safeguarding</small>		■ Health Education ■ Sex Education <small>BV = contributes to British Values</small>	
Core Theme	Autumn Term	Spring Term	Summer Term	Core Theme	Autumn Term
		emergency; how to dial 999 and what to say ^{SG} <ul style="list-style-type: none"> How to keep safe in the sun and protect from sun damage ^{SG} Children should: <ul style="list-style-type: none"> recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' ^{SG} know what 'privacy' means ^{SG} 			
RELATIONSHIPS	ALL ABOUT MY FEELINGS ■ Caring Friendships ■ Respectful Relationships ■ Mental Wellbeing Children will learn: <ul style="list-style-type: none"> to recognise that not everyone feels the same at the same time or feels the same about the same things: for example, that someone's big* feelings are not always the same as someone else's big feelings ^{SG} about different things they can do to manage their own big feelings, to learn ways they can help calm themselves down and help change their mood when they don't feel good ^{SG} 	MAKING AND BREAKING FRIENDSHIPS ■ Caring Friendships ■ Mental Wellbeing Children will learn: <ul style="list-style-type: none"> about when friendships break up, or people move away Children should: <ul style="list-style-type: none"> understand about the feelings associated with this ^{SG} COPING WITH CONFLICT ■ Caring Friendships ■ Respectful Relationships ■ Mental Wellbeing ■ Internet Safety and Harms	EXPLORING OUR FAMILIES ■ Families and people who care for me ■ Being Safe Children will learn: <ul style="list-style-type: none"> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention ^{SG}, ways that pupils can help these people to look after them to identify their special people (family, friends, carers) and what makes them special and how special people should care for one another ^{SG} that babies need care and attention (love) in order to calm them if they are upset 		

Key Stage One Year One		Curriculum links: ■ PSHE ■ Relationships Education ■ Science Curriculum <small>SG = contributes to safeguarding</small>		■ Health Education ■ Sex Education <small>BV = contributes to British Values</small>	
Core Theme	Autumn Term	Spring Term	Summer Term	Core Theme	Autumn Term
	<ul style="list-style-type: none"> to recognise when they need help with feelings, that it is important to ask for help with feelings when they need to do so, and know how to ask for it ^{SG} Children should: <ul style="list-style-type: none"> be able to describe the difference between feelings that feel *'small' and *'big' to them, and know some strategies for managing these ^{SG} <p><i>(*there is no such thing as a feeling too small that a child can't talk about it, so there's no right or wrong about what is considered to be a small or big feeling) ^{SG}</i></p>	Children will learn: <ul style="list-style-type: none"> more about teasing and bullying (including online) ^{SG} that there are different types of teasing and bullying, that these are wrong and unacceptable ^{SG} the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities ^{SG} Children should: <ul style="list-style-type: none"> know why bullying is wrong and how to get help. ^{SG} recognise when people are being unkind either to them or others, how to respond, who to tell and what to say ^{SG} 	Children should: <ul style="list-style-type: none"> know that families are important for children growing up because they can give love, security and stability ^{SG} know how to recognise and report feelings of being unsafe or feeling bad about any adult ^{SG} 		
LIVING IN THE WIDER WORLD	MONEY, SHOPPING AND SAVING ■ Economic Wellbeing Children will learn: <ul style="list-style-type: none"> about spending money and understanding the importance of waiting for and checking change 	SPECIAL DAYS ■ Being a responsible citizen Children will learn: <ul style="list-style-type: none"> about a range of festivals ^{BV} Children should:	GLOBAL FOOD ■ Being a responsible citizen Children will learn: <ul style="list-style-type: none"> about where food comes from Children should:		

Key Stage One Year One		Curriculum links: ■ PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum <small>SG = contributes to safeguarding BV = contributes to British Values</small>		
Core Theme	Autumn Term	Spring Term	Summer Term	
	<ul style="list-style-type: none"> that I have choices about spending and saving money, and that people may make different choices about how to save and spend money Children should: <ul style="list-style-type: none"> be able to role-play simple financial transactions to be able to choose the correct value of coins and notes to use and calculate change to be able to make a simple plan for my spending and saving choices and stick to it 	<ul style="list-style-type: none"> demonstrate this learning through an assembly or display ^{BV} 	<ul style="list-style-type: none"> be able to talk about where food comes from and some of the ethical questions around food supply 	

Key Stage One Year Two		Curriculum links: ■ PSHE ■ Health Education ■ Relationships Education ■ Sex Education ■ Science Curriculum <small>SG = contributes to safeguarding BV = contributes to British Values</small>		
Core Theme	Autumn Term	Spring Term	Summer Term	
HEALTH AND WELLBEING	<p>EMOTIONS AND FEELINGS</p> <p>■ Being Safe ■ Mental Wellbeing</p> Children will learn: <ul style="list-style-type: none"> that mental health and wellbeing is a normal part of daily life, in the same way as physical health, and therefore we must take care of our mental health and wellbeing ^{SG} that people's feelings change over time, their feelings may range in intensity and that different people may experience the same feelings with different levels of intensity ^{SG} how to talk about their emotions and how to respond appropriately in different situations ^{SG} strategies to manage transitions between classes and key stages Children should: <ul style="list-style-type: none"> be able to name different strategies and behaviours to support their mental health and wellbeing (e.g. good quality sleep, exercise, time outdoors, spending time with family and friends, talking about feelings and emotions etc.) be able to talk about how they respond to different feelings e.g. having strategies to calm themselves down 	<p>HEALTHY LIFESTYLES</p> <p>■ Healthy Eating ■ Physical Health and Fitness ■ Health and Prevention ■ Mental Wellbeing</p> Children will learn: <ul style="list-style-type: none"> about what constitutes a healthy diet and the risks of eating too much sugar about how to maintain good oral hygiene (including correct brushing and flossing), the importance of regular visits to the dentist and healthy eating about the benefits of regular exercise in daily and weekly routines on physical and mental health and wellbeing Children should: <ul style="list-style-type: none"> use their learning to plan a healthy lunchbox be able to name at least 3 things they can do to look after their teeth Should be able to describe the (physical and mental) benefits of physical activity 	<p>DRUGN EDUCATION – SMOKING AND BASIC FIRST AID</p> <p>■ Mental Wellbeing ■ Drug, Alcohol and Tobacco ■ Basic First Aid</p> Children will learn: <ul style="list-style-type: none"> to understand the impact of smoking and passive smoking school rules about health and safety, basic emergency aid procedures, where and how to get help (how to make a clear and efficient call to 999 if necessary) ^{SG} Children should: <ul style="list-style-type: none"> know some of the effects of smoking on the body be able to consider why some people smoke know the rules and laws to prevent smoking <p>KEEPING SAFE</p> <p>■ Being Safe ■ Mental Wellbeing ■ Health and Prevention</p> Children will learn: <ul style="list-style-type: none"> about risks they may face and how to predict, assess and manage these risks ^{SG} 	

Key Stage Two Year Two		Curriculum links:	
		■ PSHE ■ Relationships Education ■ Science Curriculum <small>^{SG} = contributes to safeguarding</small>	■ Health Education ■ Sex Education <small>^{BV} = contributes to British Values</small>
Core Theme	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> be able to describe the difference between feelings that feel <i>'small'</i> and <i>'big'</i> to them, and know some strategies for managing these ^{SG} <p><i>(*there is no such thing as a feeling too small that a child can't talk about it, so there's no right or wrong about what is considered to be a small or big feeling) ^{SG}</i></p>		<ul style="list-style-type: none"> that bacteria and viruses can affect health and that following simple routines can reduce their spread ^{SG} <p>Children should:</p> <ul style="list-style-type: none"> be able to describe what risk is and how this may affect decisions ^{SG}
RELATIONSHIPS	PEER INFLUENCE/PRESSURE ■ Caring Friendships ■ Respectful Relationships ■ Being Safe ■ Mental Wellbeing Children will learn: <ul style="list-style-type: none"> to recognise the importance of self-respect that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media ^{SG} about critical thinking and decision making ^{SG} Children should: <ul style="list-style-type: none"> have strategies to deal with peer pressure ^{SG} 	SAFE RELATIONSHIPS ■ Respectful Relationships ■ Being Safe ■ Online Relationships ■ Internet Safety and Harms ■ Mental Wellbeing Children will learn: <ul style="list-style-type: none"> what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships ^{SG} to recognise appropriate and inappropriate physical contact and understand the need to seek and give permission (consent) in different situations ^{SG} what it means to feel safe, and explore and recognise different early warning signs we have that tell us we might not 	DIFFERENT FAMILIES ■ Families and people who care for me Children will learn: <ul style="list-style-type: none"> about different types of family structures (e.g. single parent, same-sex, foster parents) that positive family life is about caring relationships and giving love, security and stability Children should: <ul style="list-style-type: none"> understand that all families are different and have different family members understand that family life can include conflict or feel unsafe and that there are people outside of families who can offer support.

Key Stage One Year Two		Curriculum links:	
		■ PSHE ■ Relationships Education ■ Science Curriculum <small>^{SG} = contributes to safeguarding</small>	■ Health Education ■ Sex Education <small>^{BV} = contributes to British Values</small>
Core Theme	Autumn Term	Spring Term	Summer Term
		be feeling safe e.g. stress signals such as increased heart rate, sweating, feeling flushed, muscle tension etc. ^{SG} <ul style="list-style-type: none"> about why someone may behave differently online, including pretending to be someone they are not ^{SG} <p>Children should:</p> <ul style="list-style-type: none"> recognise ways in which a relationship can be unhealthy (including online) and if they feel uncomfortable or have their early warning signs telling them they may not be feeling safe, who to talk to for support ^{SG} understand personal space and unwanted touch and be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) ^{SG} know about their right to keep certain things 'private' ^{SG} 	
LIVING IN THE WIDER WORLD	ME AND MY COMMUNITY ■ Being a responsible citizen Children will learn: <ul style="list-style-type: none"> why and how rules and laws that protect themselves and others are made and enforced, ^{SG} why different rules are needed in different situations and how 	WHERE DO THINGS COME FROM? ■ Being a responsible citizen ■ Economic Wellbeing Children will learn: <ul style="list-style-type: none"> about sources of products and Fairtrade that people's decisions can affect others and the environment e.g. Fairtrade, 	ASPIRATIONS ■ Economic Wellbeing ■ Careers Children will learn: <ul style="list-style-type: none"> To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

Key Stage One Year Two		Curriculum links:	
		■ PSHE ■ Relationships Education ■ Science Curriculum <small>SG = contributes to safeguarding</small>	■ Health Education ■ Sex Education <small>BV = contributes to British Values</small>
Core Theme	Autumn Term	Spring Term	Summer Term
	<p>to take part in making and changing rules ^{BV}</p> <ul style="list-style-type: none"> that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment ^{BV} about school and local democracy ^{BV} <p>Children should:</p> <ul style="list-style-type: none"> show an understanding of the role of a school councillor ^{BV} resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices ^{BV} 	<p>buying single-use plastics, giving to charity</p> <p>Children should:</p> <ul style="list-style-type: none"> be able to explain the ethical considerations and environmental impact of buying/products 	<ul style="list-style-type: none"> That there are a broad range of different jobs/careers and that people can have more than one career/job during their life <p>Children should:</p> <ul style="list-style-type: none"> Be able to consider their unique skills and attributes Be able to talk about the jobs/careers they are familiar with <p>MANAGING MONEY</p> <p>■ Economic Wellbeing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about the different ways to keep track of spending and saving by keeping simple records e.g. spending diary, listing/counting, keeping receipts etc., and why this is important <p>Children should:</p> <ul style="list-style-type: none"> be able to talk about different ways we can pay for things other than cash e.g. debit cards, credit cards, online payments begin to understand that different people have different attitudes to, and feelings about, saving and spending money