



Cassiobury Junior School PSHE and RSE (Relationship and Sex Education) Policy

September 2020

Reviewed September 2023 following consultation with Herts for Learning

This policy covers our school's approach to relationship and sex education, not only in lessons but through the attitude of our staff and pupils alike, our ethos and approach and commitment to equality and inclusion both within and outside of the classroom. We have designed this policy to follow on from the Cassiobury Infant and Nursery School's curriculum.

THE ROLE OF PARENTS

This school is aware that the primary role in children's Relationship and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation. We believe that successful teaching around Relationship Education can only take place when parents and schools work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

In promoting this objective, we will:

- Inform parents about the school's Relationship and Sex Education policy and practise.
- Answer any questions that parents may have about the Relationship and Sex Education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy.
- Share with parents the overview and skills for teaching on the school website.
- Share suggestions and ideas for conversations at home to promote the learning that will or has taken place in class.
- Endeavour to be transparent and give parents information about all the programmes and lessons we deliver around Relationship Education in our prearranged parent talks. We recognise it can be a sensitive subject for some families for a number of reasons.
- Recognise the important of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

- All new parents to our school will be given this information about the Relationship and Sex Education Programmes we run as part of their induction to the school, including information of how they can get a copy of this policy.
- Before the Sex Education (Changing Me) lessons are delivered in school, we will send home information to parents to inform them of the lessons delivered, including a link to the Jigsaw website for further information. We will also have a designated time for parents to come into school to look at resources and ask questions.
- Recognise under the new guidance for Relationship Education, Relationship & Sex Education and Health Education (DfE 2019), parents retain the right to request their child is removed from some or all elements of sex education which go beyond the national curriculum for science and health education. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age.
- Ask for your feedback regularly on the curriculum through an annual parent survey.

Parents will be given an opportunity to review and respond to this policy. They will be given a copy of the policy and have their right to withdraw their child from Sex Education explained to them.

POLICY CONTEXT

As a school we have a legal responsibility under the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. Sex Education is currently **not** compulsory in Primary Schools. At Cassiobury Junior school, we feel that knowledge is power and that children need to be empowered to keep themselves safe and understand the changes to themselves and others as they grow up. It is intended that sex education will complement the science curriculum and give children the knowledge for their own safeguarding.

In line with the Education Act 2002 we provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

EQUALITY AND INCLUSION

Cassiobury Junior School has a responsibility under the Equality Act 2010 to ensure the best for all pupils in order to meet the needs under the act, for example: age, disability, gender identity, gender reassignment, race and ethnicity, religion or belief, sex and sexual orientation. As a result, Relationships and Sex Education needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change, for example local and national needs as they arise. We ensure that Relationships and Sex education meets the needs of all our pupils including for example Children Looked After, young carers and pupils with SEND. RSE and Health Education must be accessible for all pupils. High quality teaching that will be differentiated and personalised will be the starting point to ensure accessibility. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of unkindness such as discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful life now and taking their learning into adulthood life, they need knowledge and skills that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy building a sense of pride and self-worth and being able to challenge injustice and disagree in an amicable way.

We understand that high quality, evidence-based and age-appropriate teaching of these subjects can also help prepare pupils to develop resilience, to know how and when to ask for help to prepare for life in a diverse modern Britain.

As a school, we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs so our curriculum is sensitive and balanced. Equally, it is essential that young people still have access to the learning they need to stay safe, healthy, and understand their rights as individuals.

AIMS OF OUR RSE CURRICULUM

To provide a learning environment in which pupils can develop their feelings of self-worth and confidence especially in relation to others and themselves. This will include developing the curriculum with safeguarding at its heart:

- Valuing themselves as unique individuals
- Keeping themselves and others healthy and safe
- Communication
- Decision making and assertiveness
- Knowing how and where to gain information and support and participating in society.
- Develop their sense of self-worth and confidence
- Enable them to understand the characteristics of positive relationships including within friendship groups and families
- Recognise and get any support when they feel a relationship is not healthy

As part of our Relationship Education curriculum we follow the Jigsaw Scheme of Learning for PSHE Education. This policy reflects our school's overarching aims and objectives for our pupils. The Jigsaw website contains information at <https://www.jigsawpshe.com/>.

DEFINITION OF RELATIONSHIP EDUCATION

At Cassiobury Junior School, Relationships Education is all about ***teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults on and offline.***

Relationships education is

- about helping children understand and make sense of the diverse world they are growing up in
- to recognise the differences and similarities between their peers and their families
- to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.
- to help keep children safe by allowing them to understand appropriate and inappropriate touch and how to report this.
- to realise that their body belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like.

We believe that:

- Children should learn about their responsibilities to others
- It is important to build positive relationships with others, involving trust, empathy and respect
- Children need to learn the importance of self-control, how to manage their emotions and behaviours as well as what is an appropriate response.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe.

Health Education (Statutory part of the curriculum)

The focus is on teaching the characteristics of good physical and mental health. This starts with children being taught about the importance of exercise, diet, sleep and understanding their emotions. It is also important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse and to be able to explain any health issues. Further aspects of the curriculum include internet safety and its harms, drugs, alcohol and tobacco, basic first aid, health and prevention and the changing adolescent body.

TEACHING AND LEARNING

At Cassiobury Junior School we do not teach RSE in isolation, as we believe that it should be firmly rooted within the framework for the National Curriculum including PSHE. We teach Relationship Education in the context of the school's aims and values and through different aspects and as part of our wider PSHE curriculum. While we carry out the main Relationship Education teaching in our PSHE curriculum, we also teach Relationship Education through many other subject areas including drama, team-building, P.E, Computing, Science and R.E. They also can have roles and responsibilities beyond the classroom through extra-curricular activities.

In PSHE and Relationship Education, we teach children about relationships and we encourage children to discuss issues and share their feelings. Children's questions may arise at any time and are dealt with in an honest, sensitive and age appropriate way. The class teacher has a vital role in this. Issues are never forced but every opportunity is taken to prevent misunderstanding and confusion. The curriculum is adapted accordingly for children with SEND to ensure all children can access their learning.

ANSWERING CHILDREN'S QUESTIONS:

We are aware that children are likely to have many questions that may occur at any time and we welcome this. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them.

In the age of misinformation readily available online, where children have access to tablets, smart phones and the internet, it is essential that we encourage and help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet. We ensure all children receive age appropriate information from their teachers.

We believe that if children ask a question, they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources. However uncomfortable the question may be, the thought is already in their head. It is much better that we, as safe adults, take responsibility and tackle the question safely and age appropriately, both at home and at school.

Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group. However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- Each year group has a red post box where children are invited to ask questions. They can write their name or remain anonymous. Children may feel more comfortable asking questions indirectly.
- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer, but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"*. This will allow teaching staff time to think, seek help, advice or support from colleagues, to speak to Senior Management or to liaise with parents.
- If a child asks a question, we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions openly, honestly, scientifically and factually within the context of the law. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupils.

HEALTH AND SEX EDUCATION IN THE NATIONAL CURRICULUM

In Science we teach children that animals, including humans are part of a life cycle, they move, feed, grow and reproduce, and we also teach them about the main external parts of the body.

Within the National Curriculum for Science, pupils will be taught:

At key stage 2 (7-11)

- To describe the life process of reproduction in some plants and animals.
- To find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- To describe the changes as humans develop to old age including learning about the changes experienced in puberty.

We follow the Jigsaw Scheme for PSHE, the outline of the teaching is:

On the grid attached (Appendix 1), the highlighted sections are where sex education will take place. Prior to teaching of sex education, parents will be notified. If parents want to, they may withdraw their child from only the highlighted sex education sections. **(Reminder, children cannot be withdrawn from Health and Relationships or Science education).** However, we cannot guarantee that children will not discuss lessons with those who have been withdrawn.

MONITORING AND REVIEW

The provision of Sex and Relationship Education will be led by the subject leader and monitored by the Governors through the Heads' termly reports and the School Development Committee. Listening and responding to the views of young people will strengthen the policy ensuring that it meets the needs of all pupils.

This policy should be read in conjunction with other school policies/documents such as:

- Safeguarding
- PSHE curriculum
- Curriculum – Teaching policy

HOW RSE IS MONITORED AND EVALUATED

Teachers monitor children's learning closely and assess work regularly at the end of a unit of work.

Appendix 1 – Sex Education and Science Curriculum

Resources needed for this lesson are stated in blue

Key vocabulary for the lesson is stated in red

Scripts for teachers to explicitly use are stated in green

Year 3 – Ages 7-8			
	Science Topics (Statutory) Can my child be withdrawn from these lessons? NO	Sex Education (Non-Statutory) Can my child be withdrawn from these parts of the lessons? YES	PSHE/Relationships & Health Relationships and Health Education Statutory Can my child be withdrawn from these lessons? NO
Piece 1	• Growing and change in animals and specifically changes since children were a baby. • Female has the baby • Role of the female • What babies can't do and need their mother to do for them Key Vocabulary: changes, birth, animals, babies, mother, growing up Resources: Pairing cards of adult animals and humans and baby animals and humans.		• Relationship between child and parent • Role of the parent in caring for child • How might it feel to have a new baby in the family
Piece 2	• What a baby needs to grow and develop – physical • Age Appropriate and factual explanation of: 'A baby grows from a tiny egg (ovum) that the mother already has inside her.' • Where nutrients come from as the baby grows • Identifying changes as the baby grows Key Vocabulary: baby, grow, uterus, womb, nutrients, survive, love, affection, care. Resources: Cartoon baby growing in womb sequencing cards		

Piece 3	• Introduction of the term puberty • Puberty definition: a collection of changes that gradually changes a child's body to an adult body • Outside the body changes for girls and boys. Key Vocabulary: change, puberty, control. Change cards: grow taller, develop pubic hair, hair growth under arms and on legs, facial hair, hips widening, chest and shoulders broader, voice deepens, breasts growing, penis and testicles growing larger, feet bigger, skin changes e.g. less smooth. Resources: Outside body changes cards, cartoon body changes slides, Changes I can and can't control label diagram.		• What changes have happened in your life so far? • Feelings about the change
Piece 4	• Difference between some animals e.g. hen/frog compared to how other animals have babies – this addresses the idea that some eggs are laid and the baby develops grows inside whereas for others, the baby grows inside the mother until ready to be born. • Inside changes during puberty Boys testicles grow and start to make sperm (tiny seeds that are needed to start growing a baby). Sperm can be released through the penis Girls ovaries store hundreds of tiny eggs and during puberty they start to release them one at a time each month. When an egg joins with a sperm it will start to grow a baby. The womb/uterus grows and gets ready to make a safe space for a baby to grow until it is big enough to be born The passage that leads from the womb to the outside is called the vagina. If an ovum isn't fertilised it passes out of the body as a 'period.' *Note: During this lesson there is no attempt to explain how the sperm and egg come together. Key Vocabulary: puberty, male, female, testicles, sperm, penis, ovaries, egg, ovum/ova, womb/uterus, vagina		• These two terms are mentioned as other ways that babies could come into a family - Adoption or fostering

	Resources: Pairing cards of adult animals and humans and baby animals and humans, outside body changes slide, changes on the inside slides (cartoon scientific diagrams)		
Piece 5			- Definition of a stereotype and why it's important to challenge them. - Stereotypes between males and females Key Vocabulary: Stereotypes, task, roles, challenges Resources: Task cards – Is it a role for a male, female or both
Piece 6	Key Questions: Why do children's body's change into adults? Questions about feelings towards puberty – worries, who to talk to.		- Transition to new year group: - What are you looking forward to? - Making changes - Something that has been learned about bodies and growing up - How to manage worries - What are you looking forward to about growing up? Key Vocabulary: change, looking forward, excited, nervous, anxious, happy.

Year 4 – Ages 8-9			
	Science Topics (Statutory) Can my child be withdrawn from these lessons? NO	Sex Education (Non-Statutory) Can my child be withdrawn from these parts of the lessons? YES	PSHE/Relationships & Health Relationships and Health Education Statutory Can my child be withdrawn from these lessons? NO
Piece 1	Genetics – some of our characteristics come from genes our parents pass onto us and some are unique to us. We get half from our mother and half from our father. Key Vocabulary: personal, unique, characteristics, parents Resources: Kitten genetics, parents and children puzzle		
Piece 2	- The main 'ingredients' for having a baby – the sperm (contains genetics about what the father is like) and the egg/ovum (contains genetics about what the mother is like) - Physical differences between males and females	Love making, sexual intercourse and having sex is referred to as start of process.	- The reasons why people might choose to have a baby. - What might be difficult about looking after a new baby

	Simple script on how conception happens – reference only to how the sperm travels to the egg. Key Vocabulary: sperm, egg/ovum, penis, testicles, vagina/vulva, womb/uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception. Resources: Cartoon scientific diagrams of changes, physical differences between males and females that enable them to reproduce fact file.	Script used by staff: <i>'This can happen when a grown-up man and woman share an especially close and loving embrace which allows the sperm to be released through the penis into the vagina.'</i>	- Does everybody have to have a baby? - Responsibilities of having a new baby
Piece 3	- The female reproduction system - Internal female organs and how they relate to the stages of menstruation. *Note: An age-appropriate script is used for this explanation. Key Vocabulary: puberty, menstruation, periods Resources: Menstruation cards		- Feelings about puberty and growing up - Worries about change and getting older - Items related to puberty and growing up and what they are for: deodorant, spot cream, hair gel, comb, diary, teenage magazines, smart phones, bra, shaving foam, sanitary towel, tampon, pant liner.
Piece 4			- How and why change happens. - Process: Circle of change – Thinking about, deciding, preparing, taking action, keeping it going. - Using already made family-based scenarios for how to work through process of change. Key Vocabulary: circle, seasons, change, control Resources: Family scenario stories

Piece 5			- Changes humans can control and ones that they can't control - Emotions towards change - Strategies for accepting change Key Vocabulary: emotions, control, change, acceptance Resources: Emotions cards, environmental photographs
Piece 6			- Looking ahead for transition to Year 5 - Changes we can control and can't control - How to manage and accept change - Feelings about puberty - Managing changes that happen during puberty Key Vocabulary: change, looking forward, excited, nervous, anxious, happy. Resources: Circles of change card

Year 5 – Ages 9-10			
	Science Topics (Statutory) Can my child be withdrawn from these lessons? NO	Sex Education (Non-Statutory) Can my child be withdrawn from these parts of the lessons? YES	PSHE/Relationships & Health Relationships and Health Education Statutory Can my child be withdrawn from these lessons? NO
Piece 1			- Self-esteem and self-image - Social media, how images can be altered, unrealistic expectations. - Managing mental health and wellbeing when using social media

			How to transform negative self-image to positive self-image Key Vocabulary: Self, self-image, body image, self-esteem, perception, characteristics, aspects, affirmation Resources: Airbrushed images, self-image cards
Piece 2	- Puberty - Female internal reproductive organs - Female reproductive system and the process of menstruation Key Vocabulary: puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary/ovaries, vagina, oestrogen, vulva, womb/uterus. Resources: Menstruation sequence diagram cards, cartoon scientific diagrams of internal male and female reproductive organs, menstruation worry cards.	- Sexual intercourse – this is referred to during the menstruation process. The script states, <i>'if sexual intercourse happens between a man and a woman, the man's sperm is released into the woman's vagina and they travel up through the cervix.'</i> - Having a baby is a choice - Some people, who choose not to have a baby will choose to have protected sex to stop the sperm and egg meeting through use of contraception. Note: details about contraception are not divulged and children are told they will learn about that when they are older and ready for that information.	Worries about menstruation using scenario cards.

		The term 'virgin' is used during an activity about menstruation worries.	
Piece 3	- Changes at puberty - Internal and external parts of the male reproductive system and their functions - Normality of wet dreams explained as, <i>'tiny amount of sperm and semen leaking out – this refers to being a sign that puberty has started.'</i> Key Vocabulary: puberty, sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones. Resources: Cartoon scientific diagram of male internal and external reproductive system, boys'n'puberty quiz	- Sexual intercourse is referred to during the male reproduction section of the lesson – the script states: <i>'when a man becomes sexually excited the spongy tissue inside his penis fills with blood and it becomes erect (stiff). This happens so the penis can enter the vagina during sexual intercourse.'</i> <i>'When having sexual intercourse (making love) the sperm are mixed with a special fluid called semen. The semen containing the sperm the passes out of the penis which is called an ejaculation.'</i>	'Fancying' people may refer to fancying their own gender and that who we 'fancy' is a personal thing and normal for the person in question. Words 'gay,' 'lesbian,' 'bi-sexual,' and 'transgender' are defined in simple terms so children understand what they mean. - Worries about puberty.
Piece 4	- Recap of the male and female reproductive system - Recap of how a baby grows in the womb Key Vocabulary: relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF) Resources: relationship cards, a baby in the womb cartoon scientific diagrams, true and false statements about conception and pregnancy.	- Introduction to the word conception - the moment when a new life begins. - Sexual intercourse is referred to as what allows the sperm to fertilise the egg to then produce a baby, however that might not always be possible.	- Different kinds of relationships we have with the people around us. - Before a couple decides to have a baby, they should... - Possibility that some children aren't conceived in the 'normal' way.

		Alternatives to conception through sexual intercourse: egg donation, artificial insemination, surrogacy or IVF and adoption.	
Piece 5			- Becoming a teenager and what this involves. - Perceptions of being a teenager as shown in the media. - Responsibilities as you become a teenager - Relationships and how they change as you get older - Age of consent (16 in the UK) is referred to when talking about sexual intercourse as a part of a relationship. Key Vocabulary: teenager, milestone, perceptions, puberty, responsibilities Resources: No extra resources
Piece 6			Looking forward to next year. Feelings about getting older and puberty. Managing feelings. Key Vocabulary: change, hope, manage, cope, opportunities, emotions, fear, excitement, anxious. Resources: The circle of change, spinning top template

Year 6 – Ages 10-11			
	Science Topics (Statutory) Can my child be withdrawn from these lessons? NO	Sex Education (Non-Statutory) Can my child be withdrawn from these parts of the lessons? YES	PSHE/Relationships & Health Relationships and Health Education Statutory Can my child be withdrawn from these lessons? NO
Piece 1			• Peer Pressure • Impact of social media • Perceptions of having 'boyfriends/girlfriends' • How to measure ourselves beyond appearance. • Negative self-talk vs positive self talk. Key Vocabulary: self-image, self-esteem, real self, celebrity. Resources: Time and money slides, facts about fashion, unhelpful/helpful me
Piece 2	• Physical changes for boys and girls during puberty • The male and female reproductive system • Normality of wet dreams explained as, <i>'tiny amount of sperm and semen leaking out – this refers to being a sign that puberty has started.'</i> Key Vocabulary: opportunities, freedoms, responsibilities, puberty specific vocabulary (pubic hair, voice breaks, menstruation, semen, growing taller, hips widen, facial hair, erection, tampon, breasts, hormones, wet dream, ovulation, masturbation, sanitary towel, clitoris, testicles, sperm, underarm hair, penis, feeling moody, vagina, womb, fallopian tube, vulva). Resources: Puberty vocabulary cards, Cartoon scientific diagrams of male and female internal and external reproductive systems, truths and myths about puberty, worry cards for boys and girls.	• Masturbation – this word comes up as part of puberty flash cards and will be simply defined as, <i>'when a person touches their own private parts for pleasure. It is perfectly normal and a very private thing to do.'</i>	• Worries about puberty • Exploring meaning of words 'gay,' 'lesbian,' 'bi-sexual,' and 'transgender' are defined in simple terms so children understand what they mean.

Piece 3	• How a baby develops in the womb • What a baby can do in the womb • The male and female reproductive systems • The process from conception to birth Key Vocabulary: pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife. Resources: Baby developing in the womb scientific cartoon diagrams, Baby can cards, from conception to birth cloze activity	• The process of how a baby is born	
Piece 4			• Exploring negative and positive reasons for people wanting boyfriends/girlfriends • Differences in relationships as you grow older. • Popularity and peer pressure • Respect • Exploring a 'sexting' scenario – what happened and what should have happened. Key Vocabulary: attraction, relationship, pressure, love, sexting. Resources: Positive and negative reasons cards, should I/shouldn't I?
Piece 5			• Advertising – what's real and what can be misleading. • Cosmetic items and unrealistic body image and perceptions (e.g. shop mannequins) • Real self and ideal self Key Vocabulary: self-esteem, negative body talk, choice, feelings/emotions, challenge, mental health. Resources: Ideal bodies slides

Piece 6			• Memories of primary school • Looking forward to next year at secondary school • Worries and fears • Solutions and strategies for worries Key Vocabulary: transition, secondary, looking forward, journey, worries, anxiety, hopes, excitement. Resources: no extra resources
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Appendix 2 – Jigsaw PSHE overview

Below are the general Jigsaw PSHE skills for each unit of work. (Jigsaw PSHE)

		Year 3	Year 4	Year 5	Year 6
Autumn 1	Being Me in My World	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.
Autumn 2	Celebrating Differences	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation.	I can tell you a time when my first impression of someone changed as I got to know them. I can explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour	I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.
Spring 1	Dreams & Goals	I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and have a positive attitude.	I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place
Spring 2	Healthy Me	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can explain different roles that food and substances can play in people's lives. I can explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure
Summer 1	Relationships	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can compare different types of friendships and the feelings associated with them. I can explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help

				ways that may be risky or cause harm to myself or others.	me manage these feelings and situations.
Summer 2	Changing Me	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestion about how I might manage my feelings when changes happen	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.