



Kennett Primary School

# Relationships Education Policy including Sex Education Policy

Version:	V5.0
Author:	PSHE Lead
Approved by:	Advisory Body
Date:	Summer 2023
Review date:	Summer 2024

**Staploe Education Trust**  
*Excellence through partnership*



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## **1. Context**

This Relationships Education Policy must be read in conjunction with our PSHE policy.

### **1.1 Relationships Education in our school**

At Kennett Primary School we believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

Relationships Education makes a major contribution to fulfilling our school's ethos statement which is:

**Commitment to learning!**  
**Aspiration for all!**  
**Nurture and Support!**

### **1.2 Context of Wider PSHE**

We deliver Relationships Education as part of our wider provision of Personal, Social and Health Education (PSHE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by our Youth Wellbeing worker and interventions such as: Talk Boost and Time to Talk as well as extracurricular and enrichment activities such as: school wellbeing council, sports clubs, gardening club, art club, nature club and school choir.

### **1.3 Intent of Our Relationships Education Curriculum**

Through the delivery of Relationships Education, we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- develop interpersonal and communication skills

- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocity and trust
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

## **2. Implementing our Policy**

### **2.1 Inclusion**

At Kennett Primary School, we aim to provide a curriculum which is accessible and aspirational for all our pupils. We ensure that our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

### **2.2 Equality**

Kennett Primary School is committed to promoting equality and diversity for all pupils and staff. We value the various cultures, religions and languages of our pupils and we believe that all persons should be treated fairly in an environment which is free from any form of discrimination. The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand

the rights and responsibilities we all have towards one another. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures, so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure that children see their own family's views represented.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.
- We support children in developing their knowledge about and attitudes towards diversity throughout our teaching of Relationships Education.

### **2.3 Safeguarding**

In line with our Safeguarding Policy, Kennett Primary School recognises that high self-esteem, confidence, supportive friends and good relationships with trusted adults are key to protecting our children. We understand the importance of high-quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Our broad teaching in Relationships Education enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse. In the case of teaching 'Being Safe' and 'Changing Adolescent Bodies', we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

## **2.4 Development of the Policy**

This policy has been developed in consultation with pupils, staff, Advisory Body and parents/carers. It has also included gathering views on needs and priorities for the school community. All views expressed by pupils, staff, Advisory Body and parents/carers about the policy have been considered. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

## **2.5 Consulting on our Policy**

Further consultation with parents/carers and pupils will be carried out when there are significant amendments to the content of this policy or every three years when this policy is comprehensively reviewed whichever comes sooner.

# **3. Involving Whole School Community**

## **3.1 Working with Staff**

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion. Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non-statutory areas such as sex education. We will encourage the sharing of good practice with the other primary schools in our Trust.

## **3.2 Engaging with Pupils**

We will involve pupils in the development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHE lessons.

## **3.3 Working with the Advisory Body**

This policy has been developed with Advisory Body involvement, so that the members are able to fulfil their statutory duties. In order to facilitate this process, the Relationships Education Policy will appear when due for renewal at one Advisory Body meeting and the policy will be available on the school's website. It is the role of the Advisory Body to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all

- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

### **3.4 Communicating with Parents/Carers**

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore, we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Inviting parents to learn more about the approach used in Relationships Education
- Inviting parents to discuss their views and concerns about Relationships Education
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

### **3.5 Working with External Agencies and the Wider Community**

At Kennett Primary School, we believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. However, we encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met. We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHCE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.
- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members.

- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHCE Co-ordinator/Class Teacher beforehand.

#### **4. Curriculum Organisation**

Our Relationships Education Curriculum (see appendix) is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHE. topic structure does not separate delivery of Relationships Education from Health Education and wider PSHE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities

Relationships Education will be taught in:

- PSHE through Circle Time, Time to Talk, regular lessons and assemblies.
- Other curriculum areas, especially Science, R.E., P.E. and English
- Enrichment activities, especially School Council, School clubs, School trips, visitors and our Building Learning Power ethos.

## **4.1 Relationships and Sex Education (RSE)**

We will ensure that children receive teaching about puberty in Y5/Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. We will ensure there are positive educational reasons for each method of delivery.

## **4.2 Curriculum Materials and Resources**

At Kennett Primary School, we predominantly follow the Cambridgeshire PSHE Scheme. We will carefully select resources which meet the learning objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

## **4.3 Safe and Effective Practice**

At Kennett Primary School, we have a clear Safeguarding Policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers via the School website. Our policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses, school councillors and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. However, in a classroom and other teaching situations, when they

are contributing to our planned Relationships Education programme, they will follow the school's Confidentiality Policy.

**Answering Questions:** We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. If a member of staff is uncertain about the answer to a question which goes beyond the curriculum, or indeed whether they wish to answer it, they will seek guidance from the Designated Safeguarding Lead. In some cases, the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult. When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

#### **4.4 Assessment, Recording, Reporting**

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. We will also use PSHE books to record whole class discussions and group work. In some cases, we will ask the children to record key learning activities their PSHE book, which follows them through Key Stage 1 and again in Key Stage 2, to show their development and progress.

## **5. Sex Education Policy**

### **5.1 Definition of Sex Education**

Following guidance from the DfE, we define Sex Education as learning about '*how a (human) baby is conceived and born*'.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education. Understanding about sexual reproduction in humans enables children to understand the processes of puberty.

### **5.2 Consultation about Sex Education**

We have considered the DfE's recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs as well as the physical and emotional maturity of our pupils.

### **5.3 Content of Sex Education**

The content of our Sex Education programme can be found in the Appendices.

### **5.4 Delivery of the Sex Education Curriculum**

Sex Education will be delivered by the class teacher, who knows their children best. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents/carers will be informed by email about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.

### **5.5 Right to be excused from Sex Education**

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education. There is no right to withdraw children from statutory Relationships Education. Before granting any such request the Head Teacher will discuss the request with parents/carers to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the child to receive Sex Education at school (*e.g. same sex teacher, same sex teaching group*). If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate,

purposeful education during the period of withdrawal. The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

## **6. Monitoring, Review and Evaluation**

Monitoring, review and evaluation of the Policy is the responsibility of the PSHE lead/Headteacher. The Advisory Body will ask for information relating to the effectiveness of the policy when it is comprehensively reviewed. Information will be gathered from the Headteacher, the PSHE Lead to inform judgements about effectiveness.

The policy will be reviewed annually. This review may be brought forward as required by the school/Trust to reflect changes in supporting advice/guidance.

# 7. Appendices

## Our PSHE Scheme of work including Relationships Education (RSE)

### 7.1 Key Stage 1 Scheme of Work:

Cambridgeshire Primary Personal Development Programme • Years 1 and 2 Framework		
<p><b>Myself &amp; My Relationships</b> <b>Beginning and Belonging (BB 1/2)</b></p> <ul style="list-style-type: none"> <li>• Do I understand simple ways to help my school feel like a safe, happy place? RR</li> <li>• How can I get to know the people in my class? CF</li> <li>• How do I feel when I am doing something new? MW</li> <li>• How can I help someone feel welcome in class? MW</li> <li>• What helps me manage in new situations? MW</li> <li>• Who can help me at home and at school? BS</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling safe and happy</li> <li>• Belonging in the class / school / community</li> <li>• Ground rules / class charters</li> <li>• Doing new things</li> <li>• Resilience</li> <li>• Asking for help</li> </ul>	<p><b>Citizenship</b> <b>Rights, Rules &amp; Responsibilities (RR 1/2)</b></p> <ul style="list-style-type: none"> <li>• How do rules and conventions help me to feel happy &amp; safe? (RR)</li> <li>• How do I take part in making rules?</li> <li>• Who looks after me and what are their responsibilities?</li> <li>• What jobs and responsibilities do I have in school and at home?</li> <li>• Can I listen to other people, share my views and take turns? RR</li> <li>• Can I take part in discussions and decisions in class?</li> </ul>
<p><b>Myself &amp; My Relationships</b> <b>My Emotions (ME 1/2)</b></p> <ul style="list-style-type: none"> <li>• What am I good at and what is special about me? RR</li> <li>• How can I stand up for myself? RR</li> <li>• Can I name some different feelings? MW</li> <li>• Can I describe situations in which I might feel happy, sad, cross etc? MW</li> <li>• How do my feelings and actions affect others? MW</li> <li>• How do I manage some of my emotions and associated behaviours? MW</li> <li>• What are the different ways people might relax and what helps me to feel relaxed? MW</li> <li>• Who do I share my feelings with? MW</li> </ul>	<ul style="list-style-type: none"> <li>• Self awareness</li> <li>• Assertiveness</li> <li>• Identifying &amp; naming emotions</li> <li>• Coping with feelings</li> <li>• Feelings, thoughts &amp; behaviour</li> <li>• Likes &amp; dislikes</li> <li>• Impulsive behaviour</li> <li>• Calming down &amp; relaxing</li> <li>• Seeking support</li> </ul>	<p><b>Myself &amp; My Relationships</b> <b>Family and Friends (FF 1/2)</b></p> <ul style="list-style-type: none"> <li>• Can I describe what a good friend is and does and how it feels to be friends? CF</li> <li>• Why is telling the truth important? CF</li> <li>• What skills do I need to choose, make and develop friendships? CF</li> <li>• How might friendships go wrong, and how does it feel? CF</li> <li>• How can I try to mend friendships if they have become difficult? CF</li> <li>• What is my personal space and how do I talk to people about it? BS</li> <li>• Who is in my family and how do we care for each other? FP</li> <li>• Who are my special people, why are they special and how do they support me? CF</li> </ul>
<p><b>Citizenship</b> <b>Working Together (WT 1/2)</b></p> <ul style="list-style-type: none"> <li>• What am I and other people good at?</li> <li>• What new skills would I like to develop?</li> <li>• How can I listen well to other people? RR</li> <li>• How can I work well in a group? RR</li> <li>• Why is it important to take turns? RR</li> <li>• How can I negotiate to sort out disagreements? CF</li> <li>• How are my skills useful in a group?</li> <li>• What is a useful evaluation? RR</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising strengths</li> <li>• Developing skills</li> <li>• Steps towards goals</li> <li>• Effective communication</li> <li>• Compromise &amp; co-operation</li> <li>• Discussion &amp; negotiation</li> <li>• Applying group work &amp; communication skills</li> <li>• Evaluating</li> </ul>	<p><b>Myself &amp; My Relationships</b> <b>Anti-bullying (AB 1/2)</b></p> <ul style="list-style-type: none"> <li>• Why might people fall out with their friends? CF</li> <li>• Can I describe what bullying is? RR</li> <li>• Do I understand some of the reasons people bully others? RR</li> <li>• Why is bullying never acceptable or respectful? RR</li> <li>• What might people feel if they are being bullied? MW</li> <li>• Who can I talk to if I have worries about friendship difficulties or bullying? RR</li> <li>• How can I be assertive? RR</li> <li>• Do I know what to do if I think someone is being bullied? RR</li> <li>• Who do people help me to build positive and safe relationships? CF</li> <li>• What does my school do to stop bullying? RR</li> </ul>
<p><b>Citizenship</b> <b>Diversity and Communities (DC 1/2)</b></p> <ul style="list-style-type: none"> <li>• What makes me 'me', what makes you 'you'? RR</li> <li>• Do all boys and all girls like the same things? RR</li> <li>• What is my family like and how are other families different? FP</li> <li>• What different groups do we belong to? RR</li> <li>• What is a stereotype and can I give some examples? RR</li> <li>• Who helps people in my locality and what help do they need? MW</li> <li>• What does 'my community' mean and how does it feel to be part of it? MW</li> <li>• How do people find out about what is happening in my community? MW</li> <li>• How do we care for animals and plants?</li> <li>• How can I help look after my school?</li> </ul>	<ul style="list-style-type: none"> <li>• My identity</li> <li>• Different families</li> <li>• Different cultures and beliefs</li> <li>• Groups in and out of school</li> <li>• Respect</li> <li>• Community</li> <li>• Stereotypes</li> <li>• People who help us</li> <li>• School environment</li> <li>• Needs of people/animals / pets/plants</li> </ul>	<p><b>Economic Wellbeing</b> <b>Financial Capability (FC 1/2)</b></p> <ul style="list-style-type: none"> <li>• Where does money come from and where does it go when we 'use' it?</li> <li>• How might I get money and what can I do with it?</li> <li>• How do we pay for things?</li> <li>• What does it mean to have more or less money than you need?</li> <li>• How do I feel about money?</li> <li>• How do my choices affect me, my family, others?</li> <li>• What is a charity?</li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b> <b>Managing Safety and Risk (MSR 1/2)</b></p> <ul style="list-style-type: none"> <li>• What are risky situations and how might they make me feel? MW</li> <li>• What is my name, address and phone number and when might I need to give them? BFA</li> <li>• What is an emergency and who can help? BFA</li> <li>• What makes a place or activity safe for me? MW</li> <li>• What are the benefits and risks for me when walking near the road, and how can I stay safer? MW</li> <li>• What are the benefits and risks for me in the sun and how can I stay safer? HP</li> <li>• What do I enjoy when I'm near water and how can I stay safer? BS</li> <li>• What are the risks for me if I am lost and how can I get help? BS</li> <li>• How can I help to stop simple accidents from happening and how can I help if there is an accident? BFA</li> </ul>	<ul style="list-style-type: none"> <li>• Risky situations</li> <li>• Emotions associated with risk</li> <li>• Basic personal information</li> <li>• Asking for &amp; giving help in an emergency</li> <li>• Safety eyes &amp; ears</li> <li>• Road safety</li> <li>• Travel to &amp; from school</li> <li>• Rules for keeping safer</li> <li>• Sun safety</li> <li>• Water safety</li> <li>• Keeping safe from accidents</li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b> <b>Drug Education (DE 1/2)</b></p> <ul style="list-style-type: none"> <li>• Which substances might enter our bodies, how do they get there and what do they do? DAT</li> <li>• What are medicines and why and when do some people use them? DAT</li> <li>• When and why do people have an injection from a doctor or a nurse? HP</li> <li>• Who is in charge of what medicine I take? DAT</li> <li>• What different things can help me feel better if I feel poorly? DAT</li> <li>• How can I keep safe with medicines and substances at home and at school? DAT</li> <li>• What is persuasion and how does it feel to be persuaded? MW</li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b> <b>Digital Lifestyles (TG Digital Lifestyles)</b></p> <ul style="list-style-type: none"> <li>• What are some examples of ways in which I use technology and the internet and what are the benefits? OR</li> <li>• What is meant by 'identity' and how might someone's identity online be different from their identity in the physical world? OR</li> <li>• What are some examples of online content or contact which might mean I feel unsafe, worried or upset? OR</li> <li>• What sort of information might I choose to put online and what do I need to consider before I do so? OR</li> <li>• When might I need to report something and how would I do this? OR</li> <li>• What sort of rules can help to keep us safer and healthier when using technology? IS</li> <li>• Who can help me if I have questions or concerns about what I experience online or about others' online behaviour? IS</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Positive contributions</li> <li>• Evaluating content</li> <li>• Information storage &amp; sharing</li> <li>• Mental &amp; physical wellbeing</li> <li>• Responsibilities</li> <li>• Reporting</li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b> <b>Personal Safety (PS 1/2)</b></p> <ul style="list-style-type: none"> <li>• Can I identify different feelings and tell others how I feel? MW</li> <li>• Which school/classroom rules are about helping people to feel safe? BS</li> <li>• Can I name my own Early Warning Signs? BS</li> <li>• How do I know which adults and friends I can trust? CF</li> <li>• Who could I talk with if I have a worry or need to ask for help? BS</li> <li>• What could I do if a friend or someone in my family isn't kind to me? BS</li> <li>• Can I identify private body parts and say 'no' to unwanted touch? BS</li> <li>• What could I do if I feel worried about a secret? BS</li> <li>• What could I do if something worries or upsets me when I am online? BS</li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b> <b>Relationships and Sex Education (RS 1)</b></p> <ul style="list-style-type: none"> <li>• What are the names of the main parts of the body? BS</li> <li>• What can my amazing body do?</li> <li>• When am I in charge of my actions and my body? BS</li> <li>• How can I keep my body clean? HP</li> <li>• How can I avoid spreading common illnesses and diseases? HP</li> </ul>	<ul style="list-style-type: none"> <li>• External parts of the body</li> <li>• My amazing body</li> <li>• Germs</li> <li>• Hand washing</li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b> <b>Relationships and Sex Education (RS 2)</b></p> <ul style="list-style-type: none"> <li>• How do babies change and grow? (Statutory NC Science Y2)</li> <li>• How have I changed since I was a baby? (Statutory NC Science Y2)</li> <li>• What's growing in that bump? (NC Science)</li> <li>• What do babies and children need from their families? FP</li> <li>• Which stable, caring relationships are at the heart of families I know? FP</li> <li>• What are my responsibilities now I'm growing up? CAB</li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b> <b>Healthy Lifestyles (HL 1/2)</b></p> <ul style="list-style-type: none"> <li>• How can I stay as healthy as possible? HP</li> <li>• What does it feel like to be healthy? MW</li> <li>• What does healthy eating mean and why is it important? HE</li> <li>• Why is it important to be active &amp; what are the opportunities for physical activity? PHF</li> <li>• What foods do I like and dislike and why?</li> <li>• What can help us eat healthily? HE</li> <li>• Why do we need food?</li> <li>• What healthy choices can I make?</li> </ul>	<ul style="list-style-type: none"> <li>• Staying healthy</li> <li>• Rest and sleep</li> <li>• Dental health</li> <li>• Eatwell Guide</li> <li>• Physical activity</li> <li>• Healthy eating</li> <li>• Food preparation</li> <li>• Making real choices</li> </ul>	<p><b>Myself &amp; My Relationships</b> <b>Managing Change (MC 1/2)</b></p> <ul style="list-style-type: none"> <li>• How are my achievements, skills and responsibilities changing and what else might change?</li> <li>• How might people feel during times of loss and change? MW</li> <li>• How do friendships change? CF</li> <li>• What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? MW</li> <li>• How might people feel when they lose a special possession?</li> <li>• When can I make choices about changes?</li> </ul>

## 7.2 Lower Key Stage 2 Scheme of Work

Cambridgeshire Primary Personal Development Programme • Years 3 and 4 Framework		Cambridgeshire PSNE SERVICE	
<p><b>Myself &amp; My Relationships</b> <b>Beginning and Belonging (BB 3/4)</b></p> <ul style="list-style-type: none"> <li>What is my role in helping my school be a place where we can learn happily and safely? RR</li> <li>How can we build relationships in our class and how does this benefit me? CF</li> <li>What does it feel like to be new or to start something new? MW</li> <li>How can I help children and adults feel welcome in school? RR</li> <li>What helps me manage a new situation or learn something new? MW</li> <li>Who are the different people in my network who I can ask for help? BS</li> </ul>	<ul style="list-style-type: none"> <li>Ground rules / class charters</li> <li>Responsibilities</li> <li>Belonging</li> <li>New situations</li> <li>Meeting new people</li> <li>Resilience</li> <li>Managing feelings</li> <li>Asking for help</li> <li>Networks of support</li> </ul>	<p><b>Citizenship</b> <b>Rights, Rules &amp; Responsibilities (RR 3/4)</b></p> <ul style="list-style-type: none"> <li>What does it mean to be treated and to treat others with respect? RR</li> <li>Who are those in positions of authority within our school and communities and how can we show respect? RR</li> <li>Why do we need rules and conventions at home and at school? RR</li> <li>What part can I play in making and changing rules?</li> <li>What do we mean by rights and responsibilities?</li> <li>What are my responsibilities at home and at school?</li> <li>How do we make democratic decisions in school?</li> <li>What is a representative and how do we elect them?</li> </ul>	<ul style="list-style-type: none"> <li>Respect</li> <li>Authority</li> <li>Class/school rules &amp; charters</li> <li>Rights and responsibilities</li> <li>Democracy at school</li> <li>School and class councils</li> <li>Decision making</li> <li>Debating and voting</li> <li>Responsibilities at school and at home</li> </ul>
<p><b>Myself &amp; My Relationships</b> <b>My Emotions (ME 3/4)</b></p> <ul style="list-style-type: none"> <li>Why is it important to accept and feel proud of who we are? RR</li> <li>What does the word 'unique' mean and what do I feel proud of about myself? RR</li> <li>Why is mental wellbeing as important as physical wellbeing? MW</li> <li>How can I communicate my emotions? MW</li> <li>Can I recognise some simple ways to manage difficult emotions? MW</li> <li>What does it mean when someone says I am 'over reacting' and how do I show understanding towards myself and others? MW</li> <li>How do my actions and feelings affect the way I and others feel? MW</li> <li>How do I care for other people's feelings? MW</li> <li>Who can I talk to about the way I feel? MW</li> <li>How can I disagree without being disagreeable? RR</li> </ul>	<ul style="list-style-type: none"> <li>Self-respect</li> <li>Mental wellbeing</li> <li>Communicating emotions</li> <li>Self-care</li> <li>Diverse emotions/responses</li> <li>Care &amp; respect for others</li> <li>Seeking support</li> </ul>	<p><b>Myself &amp; My Relationships</b> <b>Family and Friends (FF 3/4)</b></p> <ul style="list-style-type: none"> <li>How do good friends behave on and offline and how do I feel as a result? CF</li> <li>What is a healthy friendship and how does trust play an essential part? CF</li> <li>What skills do I need for choosing, making and developing friendships and how effective are they? CF</li> <li>How can I help to resolve disagreements positively by listening and compromising? CF</li> <li>Can I empathise with other people in a disagreement? CF</li> <li>How can I check with my friends that their personal boundaries have not been crossed? BS</li> <li>How do my family members help each other to feel safe and secure even when things are tough? FP</li> <li>Who is in my network of special people now and how do we affect and support each other? FP</li> </ul>	<ul style="list-style-type: none"> <li>Developing friendships</li> <li>On and offline friendships</li> <li>Emotions in relationships</li> <li>Trustworthiness</li> <li>Special people and networks</li> <li>Compromise</li> <li>Empathy</li> <li>Conflict resolution</li> <li>Personal boundaries</li> <li>Networks of support</li> </ul>
<p><b>Citizenship</b> <b>Working Together (WT 3/4)</b></p> <ul style="list-style-type: none"> <li>What am I good at and what are others good at?</li> <li>What new skills would I like or need to develop?</li> <li>How well can I listen to other people? RR</li> <li>How do I ask open questions? RR</li> <li>How can I share my views and opinions effectively? RR</li> <li>How can different people contribute to a group task?</li> <li>How can I persevere and overcome obstacles to my learning? CF</li> <li>How can I work well in a group? CF</li> <li>What is useful evaluation?</li> <li>How do I give constructive feedback and receive it from others? RR</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and valuing strengths</li> <li>Developing skills</li> <li>Steps towards goals</li> <li>Effective communication</li> <li>Questioning skills</li> <li>Problem solving and perseverance</li> <li>Decision making</li> <li>Communication and group work skills</li> <li>Evaluating</li> <li>Feedback</li> </ul>	<p><b>Myself &amp; My Relationships</b> <b>Anti-bullying (AB 3/4)</b></p> <ul style="list-style-type: none"> <li>How are falling out and bullying different? CF</li> <li>How do people use power when they bully others? RR</li> <li>What are the key characteristics of different types of bullying? RR</li> <li>How can lack of respect and empathy towards others lead to bullying? RR</li> <li>What is the difference between direct and indirect forms of bullying? RR</li> <li>What are bystanders and followers and how might they feel? MW</li> <li>Do I understand that bullying might affect how people feel for a long time? MW</li> <li>How can I support people I know who are being bullied by being assertive? RR</li> <li>How does my school prevent bullying and support people involved? RR</li> </ul>	<ul style="list-style-type: none"> <li>Falling out</li> <li>Prejudiced-based bullying</li> <li>Respect</li> <li>Direct and indirect bullying</li> <li>Cyberbullying</li> <li>Bystanders and followers</li> <li>Being supportive</li> <li>Getting help</li> </ul>
<p><b>Citizenship</b> <b>Diversity and Communities (DC 3/4)</b></p> <ul style="list-style-type: none"> <li>What have we got in common and how are we different? RR</li> <li>How might others' expectations of girls and boys affect people's feelings and choices? RR</li> <li>How are our families the same and how are they different? FP</li> <li>Do people who live in my locality have different traditions, cultures and beliefs? RR</li> <li>How does valuing diversity benefit everyone? RR</li> <li>Why are stereotypes unfair and how can I challenge them? RR</li> <li>How do people in my locality benefit from being part of different groups? MW</li> <li>What are the roles of people who support others with different needs in my community? MW</li> <li>How does the media work in my community? MW</li> <li>How can we care for the local environment and what are the benefits?</li> <li>What do animals need, and what are our responsibilities?</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences</li> <li>People in the community</li> <li>People with different backgrounds</li> <li>Stereotypes</li> <li>Roles in the community</li> <li>Local environment</li> <li>Animal welfare</li> <li>Role of the media</li> </ul>	<p><b>Economic Wellbeing</b> <b>Financial Capability (FC 3/4)</b></p> <ul style="list-style-type: none"> <li>What different ways are there to earn and spend money?</li> <li>What do saving, spending and budgeting mean to me?</li> <li>How can I decide what to spend my money on and choose the best way to pay?</li> <li>What might my family have to spend money on?</li> <li>What is 'value for money'?</li> <li>How do my feelings about money change?</li> <li>How do my choices affect my family, the community, the world and me?</li> </ul>	<ul style="list-style-type: none"> <li>Understanding large amounts of money</li> <li>Sources of money</li> <li>Saving and spending</li> <li>Cash versus money</li> <li>Keeping track of money</li> <li>Value for money</li> <li>Impact of choices</li> <li>Charities</li> <li>Emotions</li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b> <b>Managing Safety and Risk (MSR 3/4)</b></p> <ul style="list-style-type: none"> <li>How do I feel in risky situations and how might my body react? MW</li> <li>Can I make decisions in risky situations and might my friends affect these decisions?</li> <li>When might I meet adults I don't know and how can I respond safely? BS</li> <li>What actions could I take in an emergency or accident and how can I call the emergency services? BFA</li> <li>What are the benefits of using the roads and being near water and how can I reduce the risks? MW</li> <li>How is fire risky and how can I reduce the risks?</li> <li>How do I keep myself safe during activities and visits?</li> <li>How can I stop accidents happening at home and when I'm out?</li> </ul>	<ul style="list-style-type: none"> <li>Emotions in risky situations</li> <li>Dealing with pressure in risky situations</li> <li>Reactions to risk</li> <li>Taking action in an emergency</li> <li>Road safety</li> <li>Fire safety</li> <li>Beach safety</li> <li>Safety near waterways</li> <li>Safety during activities and visits</li> <li>Preventing accidents in familiar settings</li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b> <b>Drug Education (DE 3/4)</b></p> <ul style="list-style-type: none"> <li>What medical &amp; legal drugs do I know about, and what are their effects? DAT</li> <li>Who uses and misuses legal drugs? DAT</li> <li>Why do some people need medicines and who prescribes it? DAT</li> <li>What are immunisations and have I had any? HP</li> <li>What are the safety rules for storing medicine and other risky substances? DAT</li> <li>What should I do if I find something risky, like a syringe? DAT</li> <li>What do I understand about how friends and the media persuade and influence me? CF</li> </ul>	<ul style="list-style-type: none"> <li>Medicines and legal drugs</li> <li>People who use medicines &amp; legal drugs</li> <li>Rules for safe storage</li> <li>Finding risky items</li> <li>Influence of friends and media</li> <li>Immunisations</li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b> <b>Digital Lifestyles (TG Digital Lifestyles)</b></p> <ul style="list-style-type: none"> <li>How might my use of technology change as I get older, and how can I make healthier and safer decisions? OR</li> <li>How does my own and others' online identity affect my decisions about communicating online? OR</li> <li>How might people with similar likes &amp; interests get together online? OR</li> <li>Can I explain the difference between 'liking' and 'trusting' someone online? OR</li> <li>What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? OR</li> <li>When looking at online content, what is the difference between opinions, beliefs and facts? OR</li> <li>Why is it important to ration the time we spend using technology and/or online? ISH</li> <li>How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it? ISH</li> <li>Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making? ISH</li> </ul>	<ul style="list-style-type: none"> <li>Benefits of technology</li> <li>Being healthier &amp; safer</li> <li>Online identity</li> <li>Online contact</li> <li>Liking &amp; trusting</li> <li>Mental wellbeing</li> <li>Reliability of online content</li> <li>Age restrictions</li> <li>Asking for help</li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b> <b>Personal Safety (PS 3/4)</b></p> <ul style="list-style-type: none"> <li>How do I recognise my own feelings and communicate them to others? MW</li> <li>Which school/classroom rules are about helping people to feel safe? RR</li> <li>Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS</li> <li>What qualities do trusted adults and trusted friends have? CF</li> <li>Who is on my network of support and how can I ask them for help? BS</li> <li>What could I do if I feel worried about a friendship or family relationship? BS</li> <li>What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS</li> <li>How can I decide if a secret is safe or unsafe? BS</li> <li>How can I keep safe online? BS</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and communicating feelings</li> <li>School/classroom rules</li> <li>Early Warning signs</li> <li>Identifying trusted adults</li> <li>Networks of support</li> <li>Safety continuum</li> <li>Recognising and reporting unkind behaviour</li> <li>Bodily autonomy</li> <li>Personal boundaries</li> <li>Safe, unsafe and unwanted touch</li> <li>Safe and unsafe secrets</li> <li>Online safety</li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b> <b>Relationships and Sex Education (RS 3)</b></p> <ul style="list-style-type: none"> <li>How are male and female bodies different and what are the different parts called? BS</li> <li>When do we talk about our bodies, how they change, and who do we talk to? BS</li> <li>What can my body do and how is it special?</li> <li>Why is it important to keep myself clean? HP</li> <li>What can I do for myself to stay clean and how will this change in the future? HP</li> <li>How do different illnesses and diseases spread and what can I do to prevent this? HP</li> </ul>	<ul style="list-style-type: none"> <li>Male and female bodies</li> <li>Talking about bodies</li> <li>Valuing the body's uniqueness &amp; capabilities</li> <li>Responsibilities for hygiene</li> <li>Preventing spread of illnesses</li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b> <b>Relationships and Sex Education (RS 4)</b></p> <ul style="list-style-type: none"> <li>What are the main stages of the human life cycle? Science</li> <li>How did I begin? Sex Education</li> <li>What does it mean to be 'grown up'? CAB</li> <li>What am I responsible for now and how will this change? CAB</li> <li>How do different caring, stable, adult relationships create a secure environment for children to grow up? FP</li> </ul>	<ul style="list-style-type: none"> <li>Stages of human life cycle</li> <li>Seed-egg</li> <li>Being grown up</li> <li>My responsibilities</li> <li>Families</li> <li>responsibilities</li> <li>Caring families</li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b> <b>Healthy Lifestyles (HL 3/4)</b></p> <ul style="list-style-type: none"> <li>What does healthy eating and a balanced diet mean? HE</li> <li>What is an active lifestyle and how does it help me to be healthier? PHF</li> <li>What is mental wellbeing and how is it affected by my physical health? MW</li> <li>How much sleep do I need and what happens if I don't have enough? HP</li> <li>How do nutrition and physical activity work together?</li> <li>How can I plan and prepare simple, healthy meals safely? HE</li> <li>How can I look after my teeth and why is it important? HP</li> <li>Who is responsible for my lifestyle choices and how are these choices influenced?</li> </ul>	<ul style="list-style-type: none"> <li>Eatwell Guide</li> <li>Basic food hygiene &amp; preparation</li> <li>Active Lifestyles</li> <li>Mental wellbeing</li> <li>Sleep</li> <li>Influences on lifestyle choices</li> <li>Dental care</li> <li>Leisure activities</li> </ul>	<p><b>Myself &amp; My Relationships</b> <b>Managing Change (MC 3/4)</b></p> <ul style="list-style-type: none"> <li>What changes have I and my peers already experienced and what might happen in the future?</li> <li>What does it mean to be 'grown up'?</li> <li>What helps me when I'm experiencing strong emotions due to loss or change? MW</li> <li>What strategies help me to thrive when my friendships change? MW</li> <li>How might I behave when I feel strong emotions linked to loss and change? MW</li> <li>How might people feel when loved ones or pets die, or they are separated from them for other reasons?</li> <li>What changes might people welcome and how can they plan for these?</li> </ul>	<ul style="list-style-type: none"> <li>Range of experiences of change</li> <li>Positive changes</li> <li>Emotions involved in loss and change</li> <li>Taking responsibility for choices</li> <li>Confidence in new situations</li> <li>People I see, people I don't see</li> <li>Bereavement</li> </ul>

## 7.3 Upper Key Stage 2 Scheme of Work

<p><b>Myself &amp; My Relationships</b> <b>Beginning and Belonging (BB 5/6)</b></p> <ul style="list-style-type: none"> <li>• What are my responsibilities for helping others in school feel happy and safe? RR</li> <li>• How can I take responsibility for building relationships in my school and how does this benefit us all? CF</li> <li>• How might different people feel when starting something new and how can I help? MW</li> <li>• How do we help people feel welcome and valued in and out of school? CF</li> <li>• What helps me to be resilient in a range of new situations? MW</li> <li>• Are there more ways I can get help now and how do I seek support? BS</li> </ul>	<ul style="list-style-type: none"> <li>• Ground Rules / class charters</li> <li>• Responsibilities</li> <li>• Belonging</li> <li>• New experiences</li> <li>• Resilience</li> <li>• Managing emotions</li> <li>• Networks of support</li> <li>• Online sources of support</li> </ul>	<p><b>Citizenship</b> <b>Rights, Rules &amp; Responsibilities (RR 5/6)</b></p> <ul style="list-style-type: none"> <li>• What are the conventions of courtesy &amp; manners and how do these vary? RR</li> <li>• How does my behaviour online affect others and how can I show respect? IS/RR</li> <li>• Why is it important to keep my personal information private, especially online? IS</li> <li>• How can I contribute to making and changing rules in school?</li> <li>• How else can I make a difference in school?</li> <li>• What are the basic rights of children and adults?</li> <li>• Why do we have laws in our country?</li> <li>• How does democracy work in our community and in our country?</li> <li>• What do councils, councillors, parliament and MPs do?</li> <li>• How do I take part in debate, respectfully listening to other people's views? RR</li> </ul>	<ul style="list-style-type: none"> <li>• Courteous, manners &amp; respect</li> <li>• Online behaviour</li> <li>• Privacy</li> <li>• Ground rules/class charters</li> <li>• Children's rights</li> <li>• Conflicting rights &amp; responsibilities</li> <li>• Rules and laws in society</li> <li>• Role of the police</li> <li>• Local &amp; national democracy</li> <li>• Participation in class &amp; school</li> <li>• School and class councils</li> <li>• Social and moral issues</li> </ul>
<p><b>Myself &amp; My Relationships</b> <b>My Emotions (ME 5/6)</b></p> <ul style="list-style-type: none"> <li>• How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? MW</li> <li>• What does it mean to have a 'strong sense of identity' &amp; 'self-respect'? RR</li> <li>• What can I do to boost my self-respect? RR</li> <li>• How do I manage strong emotions? MW</li> <li>• How can I judge if my own feelings and behaviours are appropriate &amp; proportionate? MW</li> <li>• How do I recognise how other people feel and respond to them?</li> <li>• What is loneliness and how can we manage feelings of isolation? MW</li> <li>• How common is mental ill health and what self-care techniques can I use? MW</li> <li>• How and from whom do I get support when things are difficult? MW</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health</li> <li>• Self-respect &amp; identity</li> <li>• Feelings, thoughts, behaviour</li> <li>• Recognising strong feelings</li> <li>• Loneliness</li> <li>• Empathy</li> <li>• Networks of support</li> </ul>	<p><b>Myself &amp; My Relationships</b> <b>Family and Friends (FF 5/6)</b></p> <ul style="list-style-type: none"> <li>• What are the characteristics of healthy friendships on and offline and how do they benefit me? CF</li> <li>• How do trust and loyalty feature in my relationships on and offline? CF</li> <li>• What are the benefits and risks of making new friends, including those I only know online? OR</li> <li>• Can I always balance the needs of family &amp; friends &amp; how do I manage this? FP</li> <li>• Can I communicate, empathise &amp; compromise when resolving friendship issues? CF</li> <li>• How can I check that my friends give consent on and offline? BS</li> <li>• How do people in my family continue to support each other as things change? FP</li> <li>• Who are in my networks, on &amp; offline, and how have these, changed and how do we support each other? OR</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy friendships</li> <li>• Trust</li> <li>• Loyalty</li> <li>• Empathy</li> <li>• Compromise</li> <li>• Consent</li> <li>• Changing networks</li> <li>• Family support</li> <li>• Influences and pressures</li> <li>• Cooperation</li> <li>• Networks of support</li> <li>• Online communities</li> </ul>
<p><b>Citizenship</b> <b>Working Together (WT 5/6)</b></p> <ul style="list-style-type: none"> <li>• What are my strengths and skills and how are they seen by others?</li> <li>• What helps me learn new skills effectively?</li> <li>• What would I like to improve and how can I achieve this?</li> <li>• How could my skills and strengths be used in future employment?</li> <li>• What are some of the jobs that people do?</li> <li>• How can I be a good listener to other people? CF</li> <li>• How can I share my views effectively and negotiate with others to reach agreement? RR</li> <li>• How can I persevere and help others to do so? CF</li> <li>• How can I give, receive and act on sensitive and constructive feedback? RR</li> </ul>	<ul style="list-style-type: none"> <li>• Self perception and self evaluation</li> <li>• Developing skills</li> <li>• Steps towards goals</li> <li>• The world of work</li> <li>• Effective communication</li> <li>• Chairing group discussions</li> <li>• Courtesy, negotiation &amp; debate</li> <li>• Problem solving and perseverance</li> <li>• Influence of the media</li> <li>• Evaluation</li> </ul>	<p><b>Myself &amp; My Relationships</b> <b>Anti-bullying (AB 5/6)</b></p> <ul style="list-style-type: none"> <li>• Can I explain the differences between friendship difficulties and bullying? CF</li> <li>• Can I define the characteristics and different forms of bullying? RR</li> <li>• How do people use technology &amp; social media to bully others and how can I help others to prevent and manage this? RR</li> <li>• What do all types of bullying have in common? RR</li> <li>• Might different groups experience bullying in different ways? MW</li> <li>• How can people's personal circumstances affect their experiences? MW</li> <li>• How does prejudice sometimes lead people to bully others? CF</li> <li>• Can I respond assertively to bullying, online and offline? RR</li> <li>• How might bullying affect people's mental wellbeing and behaviour? MW</li> <li>• How and why might peers become bullies or supporters in bullying situations? RR</li> <li>• Can I identify ways of preventing bullying in school and the wider community? RR</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship difficulties</li> <li>• Defining bullying</li> <li>• Bullying relating to race/religion/culture</li> <li>• Homophobic, biphobic &amp; transphobic bullying</li> <li>• Cyberbullying</li> <li>• Physical, mental &amp; emotional wellbeing</li> <li>• Peer influence</li> <li>• Bystanders/colluders</li> <li>• Responsive strategies</li> <li>• Assertiveness</li> <li>• Equality Act</li> <li>• Sources of support</li> </ul>
<p><b>Citizenship</b> <b>Diversity and Communities (DC 5/6)</b></p> <ul style="list-style-type: none"> <li>• How do other people's perceptions, views and stereotypes influence my sense of identity? RR</li> <li>• How do views of gender affect my identity, friendships, behaviour &amp; choices? RR</li> <li>• What are people's different identities, locally and in the UK? FP</li> <li>• How can I show respect to those with different lifestyles, beliefs &amp; traditions? RR</li> <li>• What are the negative effects of stereotyping? RR</li> <li>• Which wider communities &amp; groups am I part of &amp; how does this benefit me? MW</li> <li>• What are voluntary organisations and how do they make a difference? MW</li> <li>• What is the role of the media and how does it influence me and my community?</li> <li>• Who cares for the wider environment and what is my contribution?</li> </ul>	<ul style="list-style-type: none"> <li>• Influences on my identity</li> <li>• Gender</li> <li>• Diversity in communities</li> <li>• Challenging stereotypes</li> <li>• Voluntary, community, charitable and pressure groups</li> <li>• The media</li> <li>• Environmental issues</li> <li>• Sustainability</li> </ul>	<p><b>Economic Wellbeing</b> <b>Financial Capability (FC 5/6)</b></p> <ul style="list-style-type: none"> <li>• What different ways are there to gain money?</li> <li>• What sort of things do adults need to pay for?</li> <li>• How can I afford the things I want or need?</li> <li>• How can I make sure I get value for money?</li> <li>• Why don't people get all the money they earn?</li> <li>• How is money used to benefit the community or the wider world?</li> <li>• What is poverty?</li> </ul>	<ul style="list-style-type: none"> <li>• Earnings &amp; deductions</li> <li>• Wants and needs</li> <li>• Range of jobs</li> <li>• Budgeting</li> <li>• Debt and credit</li> <li>• Financial planning (including insurance and pensions)</li> <li>• Making choices</li> <li>• Managing feelings about money</li> <li>• Poverty</li> <li>• Role of charities</li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b> <b>Managing Safety and Risk (MSR 5/6)</b></p> <ul style="list-style-type: none"> <li>• When might it be good for my mental health for me to take a risk? MW</li> <li>• What are the possible benefits and consequences of taking physical, emotional and social risks? MW</li> <li>• When am I responsible for my own safety as I get older and how can I keep others safer? BS</li> <li>• How can I safely get the attention of a known or unknown adult in an emergency? BS</li> <li>• Can I carry out basic first aid in common situations, including head injuries? BFA</li> <li>• What are the benefits of cycling and walking on my own and how can I stay safer? MW</li> <li>• How can being outside support my wellbeing &amp; how do I keep myself safe in the sun? HP</li> <li>• What are the benefits of using public transport and how can I stay safe near railways?</li> <li>• How can I prevent accidents at school and at home, now that I can take more responsibility?</li> </ul>	<ul style="list-style-type: none"> <li>• Personal responsibility for safety</li> <li>• Risk reduction strategies</li> <li>• Getting help</li> <li>• Sources of support</li> <li>• Basic first aid</li> <li>• Road safety</li> <li>• Sun safety</li> <li>• Cycle safety</li> <li>• Railway safety</li> <li>• Electrical safety</li> <li>• Health and safety rules in school</li> <li>• Preventing a wider range of accidents</li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b> <b>Drug Education (DE 5/6)</b></p> <ul style="list-style-type: none"> <li>• What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? DAT</li> <li>• How does drug use affect the way a body or brain works? DAT</li> <li>• How do medicines help people with different illnesses? DAT</li> <li>• What immunisations have I had or may I have in future and how do they keep me healthy? HP</li> <li>• What is drug misuse? DAT</li> <li>• What are some of the laws about drugs? DAT</li> <li>• How can I assess risk, recognise peer influence &amp; respond assertively? (RR)</li> <li>• When and how should I check information about drugs? DAT</li> </ul>	<ul style="list-style-type: none"> <li>• Effects of drug use</li> <li>• Essential use of medicines</li> <li>• Drug misuse</li> <li>• Staying safe around risky substances</li> <li>• Influence of friends and media</li> <li>• Reliability of information</li> <li>• Immunisations</li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b> <b>Digital Lifestyles (TG Digital Lifestyles)</b></p> <ul style="list-style-type: none"> <li>• What are some examples of how I use the internet, the services it offers, and how do I make decisions? OR</li> <li>• What are the principles for my contact and conduct online, including when I am anonymous? OR</li> <li>• How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? OR</li> <li>• How might the media shape my ideas about various issues and how can I challenge or reject these? OR</li> <li>• Can I explain some ways in which information and data is shared and used online? OR</li> <li>• How can online content impact on me positively or negatively? OR</li> <li>• What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these? IS</li> <li>• What are some ways of reporting concerns and why is it important to persist in asking? IS</li> <li>• Can I identify, flag and report inappropriate content? IS</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Positive contributions</li> <li>• Evaluating content</li> <li>• Information storage &amp; sharing</li> <li>• Mental &amp; physical wellbeing</li> <li>• Responsibilities</li> <li>• Reporting</li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b> <b>Personal Safety (PS 5/6)</b></p> <ul style="list-style-type: none"> <li>• How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW</li> <li>• Can I use my Early Warning Signs to judge how safe I am feeling? BS</li> <li>• How do I judge who is a trusted adult or trusted friend? CF</li> <li>• How can I seek help or advice from someone on my network of support and when should I review my network? BS</li> <li>• How could I report concerns of abuse or neglect? BS</li> <li>• Can I identify appropriate &amp; inappropriate or unsafe physical contact? BS</li> <li>• How do I judge when it is not right to keep a secret and what action could I take? BS</li> <li>• How can I recognise risks online and report concerns? OR</li> <li>• What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising own feelings &amp; considering others</li> <li>• Rights and responsibilities</li> <li>• Is my fun, fun for everyone?</li> <li>• Early Warning signs</li> <li>• Identifying trusted adults</li> <li>• Networks of support</li> <li>• Safety continuum</li> <li>• Recognising and reporting abuse or neglect</li> <li>• Bodily autonomy</li> <li>• Personal boundaries</li> <li>• Safe, unsafe, unwanted touch</li> <li>• Safe and unsafe secrets</li> <li>• Online safety</li> <li>• Protective intervention</li> <li>• Assessing risk</li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b> <b>Relationships and Sex Education (RS 5)</b></p> <ul style="list-style-type: none"> <li>• What are male and female sexual parts called and what are their functions? BS</li> <li>• How can I talk about bodies confidently and appropriately? BS</li> <li>• What happens to different bodies at puberty? CAB</li> <li>• What might influence my view of my body?</li> <li>• How can I keep my growing and changing body clean? HP</li> <li>• How can I reduce the spread of viruses and bacteria? HP</li> </ul>	<ul style="list-style-type: none"> <li>• Names of sexual parts</li> <li>• Puberty</li> <li>• Physical and emotional change</li> <li>• Menstruation</li> <li>• Developing body image</li> <li>• Changing hygiene routines</li> <li>• Viruses and bacteria</li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b> <b>Relationships and Sex Education (RS 6)</b></p> <ul style="list-style-type: none"> <li>• What are different ways babies are conceived and born? (Sex Education)</li> <li>• What effect might puberty have on people's feelings and emotions? CAB</li> <li>• How can my words or actions affect how others feel, and what are my responsibilities? MW</li> <li>• What should adults think about before they have children? FP</li> <li>• Why might people get married or become civil partners? FP</li> <li>• What are different families like? FP</li> </ul>	<ul style="list-style-type: none"> <li>• Human lifecycle</li> <li>• Sexual reproduction</li> <li>• Changing emotions and relationships</li> <li>• Responsibility for others</li> <li>• Love and care</li> <li>• Marriage &amp; civil partnership</li> <li>• Families</li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b> <b>Healthy Lifestyles (HL 5/6)</b></p> <ul style="list-style-type: none"> <li>• How does physical activity help me &amp; what might be the risks of not engaging in it? MW</li> <li>• What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? HE</li> <li>• What are the different aspects of a healthy lifestyle and how could I become healthier? PHF/HP</li> <li>• What are the factors influencing me when I'm making lifestyle choices and how might these change over time?</li> <li>• What might be the signs of physical illness and how might I respond? HP</li> <li>• What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health? IS</li> <li>• Why are online apps and games age restricted? IS</li> </ul>	<ul style="list-style-type: none"> <li>• Eatwell Guide</li> <li>• Nutritional content</li> <li>• Portion sizes</li> <li>• Meal planning</li> <li>• Sleep hygiene</li> <li>• Dental health</li> <li>• Health as a continuum</li> <li>• Risks &amp; benefits of lifestyle choices</li> <li>• Physical illness</li> <li>• Gaining/social media age restrictions</li> </ul>	<p><b>Myself &amp; My Relationships</b> <b>Managing Change (MC 5/6)</b></p> <ul style="list-style-type: none"> <li>• What positive and negative changes might people experience? CAB</li> <li>• How do people's emotions evolve over time as they experience loss and change? MW</li> <li>• How can I manage the changing influences and pressures on my friendships and relationships? CF</li> <li>• What different strategies do people use to manage feelings linked to loss and change and how can I help? MW</li> <li>• How might people whose families change feel?</li> <li>• When might change lead to positive outcomes for people?</li> <li>• What positive and negative changes have I experienced and how have these experiences affected me? CAB</li> <li>• What strategies will help me to thrive when I move to my next school? MW</li> </ul>	<ul style="list-style-type: none"> <li>• Range of changes</li> <li>• Emotions</li> <li>• Strategies for change</li> <li>• Supporting others</li> <li>• School/phase transition</li> </ul>

## 7.4 EYFS Scheme of Work

<p><b>Myself and My Relationships 1</b>  <b>Beginning and Belonging (NB, GFG)</b></p> <ul style="list-style-type: none"> <li>• How am I special and what is special about other people in my class?</li> <li>• What have I learnt to do and what would I like to learn next?</li> <li>• How do we welcome new people to our class?</li> <li>• What can I do to make the classroom a safe and happy place?</li> <li>• How can I play and work well with others?</li> <li>• How can I respect the needs of others?</li> <li>• How does my behaviour make other people feel?</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging in the class</li> <li>• Likes and dislikes</li> <li>• Similarities and differences</li> <li>• Setting goals</li> <li>• Recognising feelings</li> <li>• Communication and cooperation</li> <li>• Ground Rules</li> <li>• Rights Rules and Responsibilities</li> <li>• Right and wrong</li> <li>• Fair and unfair</li> </ul>
<p><b>Myself and My Relationships 2</b>  <b>My Family and Friends - Including Anti-bullying (GOFO, SNTB)</b></p> <ul style="list-style-type: none"> <li>• Who are my special people and why are they special to me?</li> <li>• Who is my family and how do we care for each other?</li> <li>• What is a friend?</li> <li>• How can I be a good friend?</li> <li>• How do I make new friends?</li> <li>• How can I make up with friends when I have fallen out with them?</li> <li>• How does what I do affect others?</li> <li>• Do I know what to do if someone is unkind to me?</li> </ul>	<ul style="list-style-type: none"> <li>• Valuing difference and diversity</li> <li>• Kind and unkind behaviour</li> <li>• Bullying</li> <li>• Conflict resolution</li> <li>• Asking for help and telling</li> <li>• Being assertive</li> <li>• Safety Circle</li> <li>• Supporting others</li> </ul>
<p><b>Myself and My Relationships 3</b>  <b>My Emotions (C, R, GTBM)</b></p> <ul style="list-style-type: none"> <li>• Can I recognise and show my emotions?</li> <li>• Can I recognise emotions in other people and say how they are feeling?</li> <li>• Do I know what causes different emotions in myself and other people?</li> <li>• How do I and others feel when things change?</li> <li>• Do I know simple ways to make myself feel better?</li> <li>• How can I help to make other people feel better?</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and managing emotions</li> <li>• Feelings, thought and behaviour</li> <li>• Fair and unfair</li> <li>• Loss and change</li> <li>• Empathy</li> </ul>
<p><b>Citizenship 1</b>  <b>Identities and Diversity</b></p> <ul style="list-style-type: none"> <li>• Who are the people in my class and how are we similar to and different from each other?</li> <li>• Who are the different people who make up a family?</li> <li>• What things are especially important to my family and me?</li> <li>• What are some of the similarities and differences in the way people including families live their lives?</li> <li>• How can we value different types of people including what they believe in and how they live their lives?</li> <li>• How do we celebrate what we believe in and how is this different for different people?</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities, difference and diversity</li> <li>• Respecting and valuing others</li> <li>• The way we live</li> <li>• Neighbourhood</li> <li>• Our beliefs</li> <li>• Routines, customs and traditions</li> <li>• Culture, race and religion</li> </ul>
<p><b>Citizenship 2</b>  <b>Me and My World</b></p> <ul style="list-style-type: none"> <li>• Who are the people who help to look after me and my school?</li> <li>• How can I help to look after my school?</li> <li>• How can I help to care for my things at home?</li> <li>• Where do I live and what are the different places and features in my neighbourhood?</li> <li>• Who are the people who live and work in my neighbourhood including people who help me?</li> <li>• How can we look after the local neighbourhood and keep it special for everybody?</li> <li>• What do animals and plants need to live and how can I help to take care of them?</li> <li>• What is money and why do we need it?</li> <li>• How do we save money?</li> </ul>	<ul style="list-style-type: none"> <li>• People and places</li> <li>• Family, school, neighbourhood</li> <li>• Jobs, roles and responsibilities</li> <li>• Helping and working together</li> <li>• Caring for living things</li> <li>• Local environments</li> <li>• Money</li> </ul>
<p><b>Healthy and Safer Lifestyles 1</b>  <b>My Body and Growing Up</b></p> <ul style="list-style-type: none"> <li>• What does my body look like?</li> <li>• How has my body changed as it has grown?</li> <li>• What can my body do?</li> <li>• What differences and similarities are there between our bodies?</li> <li>• How can I look after my body and keep it clean?</li> <li>• How am I learning to take care of myself and what do I still need help with?</li> <li>• Who are the members of my family and trusted people who look after me?</li> <li>• How do I feel about growing up?</li> </ul>	<ul style="list-style-type: none"> <li>• Valuing the body</li> <li>• Body parts</li> <li>• My teeth</li> <li>• Shapes and sizes</li> <li>• Self care skills</li> <li>• Change and responsibilities</li> </ul>
<p><b>Healthy and Safer Lifestyles 2</b>  <b>Keeping Safe (Including Drug Education)</b></p> <ul style="list-style-type: none"> <li>• What do I think I have to keep safe from?</li> <li>• How do I know if something is safe or unsafe?</li> <li>• Do I understand simple safety rules for when I am at home, at school and when I am out and about?</li> <li>• Can I say 'No!' if I feel unsure about something and it does not feel safe or good?</li> <li>• Can I ask for help and tell people who care for me if I am worried or upset?</li> <li>• Who are the people who help to keep me safe?</li> <li>• What goes on to and into my body and who puts it there?</li> <li>• Why do people use medicines?</li> <li>• What are the safety rules relating to medicines and who helps me with these?</li> </ul>	<ul style="list-style-type: none"> <li>• Assessing risk</li> <li>• Personal safety skills</li> <li>• Safety Circle</li> <li>• Good and bad secrets</li> <li>• Good and bad touches</li> <li>• Real and pretend</li> <li>• Lost and found</li> <li>• Road Safety</li> <li>• Safe use of medicines</li> <li>• Medicines, pills, injections</li> </ul>
<p><b>Healthy and Safer Lifestyles 3</b>  <b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• What things can I do when I feel good and healthy?</li> <li>• What can't I do when I am feeling ill or not so healthy?</li> <li>• What can I do to help keep my body healthy?</li> <li>• Do I understand why food and drink are good for us?</li> <li>• Do I understand what exercise is and why it is good for us?</li> <li>• Do I understand why rest and sleep are good for us?</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Choices</li> <li>• My teeth</li> <li>• Food and drink</li> <li>• Exercise</li> <li>• Rest and sleep</li> <li>• Leisure time</li> </ul>