




Relationships and Health Education policy
Incorporating; Relationships Education; Health Education,
and Relationships and Sex Education

THE
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PARTNERSHIP OF SCHOOLS

As a primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. This policy sets out how the school meets the subsequent, statutory requirements of the Department for Education, '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*' June 2019.

Relationships Education, Sex Education and Health Education (*referred to in this policy as RHE*) are complementary school subjects that help children and young people to understand the emotional, physical and social aspects of growing up and relationships. RHE involves lifelong learning, starting early in childhood and continuing throughout life, and so it is taught in every year group in the school, in a way that reflects the developmental level of the learner.

Aims and Objectives

The over-arching aim of RHE is to help children and young people to develop the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens – both now and in the future.

The main objectives of the RHE curriculum are:

- to help and support children and young people in their physical, emotional, social, intellectual, and moral development;
- to help children and young people to learn to understand and respect themselves and others, and to move with confidence from childhood through adolescence and into adulthood;
- to provide knowledge and understanding about all relationships (including loving relationships, the nature of healthy sexual relationships and the process of human reproduction);
- for children and young people to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner;
- to provide information that respects all cultures and viewpoints
- to provide information that is accurate, honest and easy to understand at the children and young people's level of development (including the law as it relates to topics such as consent, marriage and civil partnership, equality, child protection and safeguarding).

Schools within the Compass Partnership ensure RHE is compliant with the *Equality Act 2010* and supports our fulfilment of the *Public Sector Equality Duty*, which requires schools to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Teaching and Learning

RHE is taught with clear learning objectives and is a subject that is developed as pupils progress through the school, building on previous knowledge and understanding.

Teaching helps pupils to develop knowledge, skills and attitudes and values and is matched to the developmental level of learners.

Before any RHE is taught, time is spent on developing expectations with the pupils. These are based on three fundamental rights of the child:

- the right to learn;
- the right to be and feel safe;
- the right to feel and be respected.

RHE is taught by class teachers, who are best placed to teach the subject because of their professional expertise and standards, knowledge of the curriculum and existing relationship with pupils. However, the curriculum is also enhanced by the use of outside agencies and professionals to support the learning. This includes support from school nurses and support agencies, such as Stonewall, Metro the NSPCC.

Content

RHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- families
- respectful relationships, including friendships
- online and media
- being safe
- intimate and sexual relationships, including sexual health

For more information about our RHE curriculum, see appendices 1 and 2.

The teaching of RHE meets the requirements of the statutory elements of the National Curriculum, relating to: Science (Sex Education); Relationships Education and Health Education.

The knowledge, skills and attitudes/values are taught within the following five topics:

- living in the wider world
- positive relationships at school
- safety, health and well-being
- relationships
- Sex and Relationships Education

See the Compass RHE curriculum.

Although RHE is a subject in its own right, it is always taught within the context of other learning. Where applicable in the curriculum, it is complemented by teaching and learning in other subjects

A core element of RHE is about understanding and managing our mental health and wellbeing. Throughout the curriculum, pupils are taught about managing feelings and developing positive attributes, such as self-confidence and resilience.

All pupils, including those with SEND, have a right to effective RHE. Different pupils' needs are taken into account when teaching RHE. This may require adjustments to the curriculum or how it is accessed for some pupils

Assessment

Assessment is key to learning. Any teaching and learning in RHE starts with an assessment activity, to establish pupils' learning needs and prior understanding. Teacher assessment should be made against the key questions set out for each lesson/unit of work. End of Key Stage assessment in RHE is matched to the requirements set out in the DfE statutory guidance.

Pupils are expected to evaluate their learning in RHE in a variety of ways. At times, this will include written work but the majority of RHE assessment will be in the form of discussions, photos and personal reflection.

In general, pupils' learning in RHE should be assessed by the development of their skills and attitudes/values e.g. increasing maturity in their relationships around school and behaviour for learning. It will be reflected in their positive behaviour and contribution to the life of the school. Parents/carers can also be asked to be involved in noting their child's development in these areas and is a good way of supporting parental understanding of RHE.

Parental Engagement

Children **cannot** be withdrawn from Relationships Education or Health Education in primary or secondary education. This is to ensure that all children and young people learn about safe and healthy relationships, including online safety. This is seen as vitally important to any young person's development.

Parents may request to withdraw their children from any aspects of Sex Education that are *additional* to that covered by the science curriculum, which is mandatory. They may request to do this at any point, up to three terms before the child turns 16. Young people over this age, who wish to take part in the lessons, can do so.

If a parent/carers requests to withdraw their child from Sex Education, it is vital that the school talks their request through with them. Any parent/carers wishing to use the right to withdraw should always be directed to meet with the headteacher. It is important that this happens so that parents/carers are able to understand:

- what their child would be learning and why;
- what aspects they can and cannot be withdrawn from;
- what the risks are to the child of withdrawing them from the lessons (loss of learning, personal and social development, risk to safeguarding).

An open and honest discussion between parents/carers and the school can help to dispel any misunderstandings or concerns that the parents/carers might have.

If, after discussion with parents/carers, it is agreed that a pupil will be withdrawn from any non-statutory Sex Education taking place then the schools will ensure that the pupil is occupied meaningfully during that time, with suitable and alternative learning provision.

The headteacher will also ask the parents/carers how they will be ensuring that the pupil to be withdrawn is going to be supported at home, to ensure that they are able to take part in all other statutory RHE taking place.

Roles and responsibilities

Trustees

Trustees will approve the RHE policy. Trustees have delegated the responsibility for the implementation of this policy to each school's local governing body.

The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from (non-statutory/non-science) components of Relationships and Sex Education (RSE).

Staff

Staff are responsible for:

- delivering RHE in a sensitive way;
- modelling positive attitudes to Relationships and Sex Education (RSE);
- monitoring progress;
- responding to the needs of individual pupils;
- responding appropriately to pupils whose parents wish them to be withdrawn from the (non-statutory/non-science) components of Relationships and Sex Education (RSE).

Staff do not have the right to opt out of teaching Relationships and Sex Education (RSE). Staff who have concerns about teaching Relationships and Sex Education (RSE) are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to Relationships and Sex Education (RSE), treat others with respect and sensitivity.

Policy Development and Consultation

The views of the pupils, school staff and parents/carers are taken into account in the following ways:

- Pupils are consulted through ongoing assessment at the end of each unit.
- Staff views are taken into account through the subject leader's monitoring process and through discussions at Professional Development Meetings.
- Parents/carers are invited to attend RHE meeting, every year, to discuss what the school teaches, why RHE is important and how the subject is taught.

RHE and Safeguarding

Effective RHE is an important part of safeguarding children, as it equips them with the facts and skills to negotiate all forms of relationships and to recognise what is positive in a relationship and what is not.

To help safeguard pupils, RHE at this school follows the principles for effective RHE set out by organisations such as the NSPCC, The Children's Society, The National Children's Bureau, the Sex Education Forum and Barnardo's. These principles state that effective RHE:

- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
- Meets the needs of pupils with their diverse experiences - including those with special educational needs and disabilities.
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.

RHE and Faith Perspectives

Pupils of all faiths and those of no faith are treated equally and respectfully. In line with the DfE statutory guidance, RHE is taught in a way that respects

all views and which takes the backgrounds of the pupils into account. Primarily, RHE is a subject dedicated to building pupils' empathy, self-worth, respect and values. Faith perspectives are included in the teaching and learning, where appropriate (e.g. when discussing marriage or contraception). However, RHE is always taught within the context of the Equality Act 2010 and the school places RHE at the forefront of its Public Sector Equality Duty to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it

Monitoring, Evaluation and Review

The Board of Trustees will assess the implementation and effectiveness of this policy. The policy will be promoted and implemented throughout all Trust schools.

This policy will be reviewed by the Board of Trustees on a two-yearly cycle.

Adherence to the policy will be monitored by the school's local governing body.

Policy adopted:	Summer Term 2020
Other related policies:	Behaviour and Relationships Equalities Inclusion Safeguarding including Child Protection
Next Review:	Summer Term 2022

Appendix 1: RHE yearly teaching overview

	Autumn	Spring	Summer
Year 1	<p>Positive relationships at school Key question: <i>If you argue with your friend what should you do?</i></p> <p>Relationships Key question: <i>Who are your special people? Why are they special?</i></p>	<p>Living in the wider world Key question: <i>Who/what do you belong to?</i></p> <p>Safety, health and well-being Key question: <i>Why is it important to brush your teeth and wash your hands?</i></p>	<p>Sex and Relationships Education Key question: <i>Why is it important to know the correct names for your body?</i></p>
Year 2	<p>Positive relationships at school Key question: <i>How would you feel if you were being bullied?</i></p> <p>Relationships Key question: <i>How can negative behaviour affect you and those around you?</i></p>	<p>Living in the wider world Key question: <i>Why do people have different amounts of money?</i></p> <p>Safety, health and well-being Key question: <i>What is meant by privacy?</i></p>	<p>Sex and Relationships Education Key question: <i>How does your body change as you get older?</i></p>
Year 3	<p>Positive relationships at school Key question: <i>What are the different types of bullying?</i></p> <p>Safety, health and well-being Key question: <i>How do you decide what you eat?</i></p>	<p>Living in the wider world Key question: <i>What would life be like if we were all the same?</i></p> <p>Relationships Key question: <i>What should you do if you experience a negative relationship?</i></p>	<p>Sex and Relationships Education Key Question: <i>What is a relationship?</i></p>
Year 4	<p>Positive Relationships at school Key Question: <i>Understanding boundaries and difference</i></p> <p>Safety, Health and Well-being Key Question: <i>Who is at the other end of your computer?</i></p>	<p>Living in the wider world Key Question: <i>Why do people have different values?</i> <i>Relationships Are all secrets the same?</i></p>	<p>Sex and Relationships Education re-visit previous topics</p>
Year 5	<p>Positive Relationships at school Key Question: <i>What strategies would you use to support someone who feels they are being bullies?</i></p> <p>Safety, Health and Well-being Key Question: <i>How can you ensure that you and others stay safe and healthy?</i></p>	<p>Living in the wider world Key Question: <i>How can fundraising support the local and wider community?</i></p> <p>Relationships Key Question: <i>How do we celebrate similarities and differences in our school community?</i></p>	<p>Sex and Relationships Education Key Question: <i>How are our bodies going to change in puberty?</i></p>
Year 6	<p>Relationships Key Question: <i>How can you identify an unhealthy relationship?</i></p> <p>Positive Relationships at School Key Question: <i>What do you need to consider when making personal choices?</i></p>	<p>Safety, Health and Well-Being Key Question: <i>How does the media shape our lives?</i></p>	<p>Sex and Relationship Education Key Question: <i>What skills will you apply to establishing a new relationship in secondary school and later life?</i></p> <p>Living In The Wider World Key Question: <i>How can we respect our natural world and ensure it is protected for future generations?</i></p>

Appendix 2: Compass RHE curriculum

Rationale

Throughout KS1 Children will learn about the importance of health and what keeps us healthy both mentally and physically including diet, exercise and nutrition. Relationships will be explored children will be introduced to the knowledge, skills and understanding needed to form healthy and safe relationships. Children will explore and understand families, friendships and people who care for them and about what makes caring and respectful relationships including relationships online. They will explore and learn safe behaviours and understand what to do if they feel unsafe. Children will focus on understanding and recognising emotions, building self-esteem, building respect for themselves and others and understanding what makes a healthy relationship of any kind. Children will begin to explore the idea of equalities through developing a sense of self identity and exploring the impact and value that everyone brings.

Throughout KS2 Children will deepen their understanding of a health, lifestyle choices and the impact of these. Children will build on their understanding of how to keep themselves and others safe. Children will focus on personal development, identity and values, building self-esteem and respect for themselves and others and understanding what makes a healthy relationship including those online. They will be introduced to aspects of the human life cycle like puberty and will have gained some understanding of human reproduction in the context of healthy and respectful relationships. Children will continue to learn and understand how to keep themselves safe. They will understand the key facts about puberty, including physical and emotional changes, menstrual well-being and the menstrual cycle. Children will be well prepared for adolescence, including knowing how a baby is conceived and basic facts about pregnancy. Children will have a good understanding of the equalities act 2010 and explore some of the injustice and inequalities that led to its formation. They will develop a growing understanding of prejudice in its many forms, exploring the idea of unconscious bias and institutionalised racism.

The RHE curriculum is taught in a variety of ways both discretely, within the culture of the school for example through Assemblies, Restorative Justice and Pedagogical approaches in the classroom as well as being integrated into our wider curriculum through Science, Design Technology, Geography, History, Computing, RE and World Views

Through deepening children's understanding of emotional, physical and social aspects of growing up children are empowered to be active participants in the world and know how to actively challenge inequalities, overcome barriers, seek solutions and confidently participate in a changing world.

Prior Learning

Throughout KS1 and KS2 children build on their understanding of belonging and friendships. In EYFS. Children will learn about happy, healthy, safe, respectful and responsible members of their local and wider community. Children will deepen their understanding of key concepts at an age appropriate level returning each year to the key strands of:

- Living in the wider world
- Positive relationships at school
- Safety, health and wellbeing
- Relationships
- Sex and relationship education

For example, throughout the curriculum children will build on their understanding of Finance. In Year 2 they will learn about spending choices as opposed to Year 6 where children learn about income, tax and debt.

YR	Curriculum Content	Curriculum Links	Suggested Key Vocabulary
1	<p>Living in the wider world: Key question: Who/what do you belong to? Respect for self and others. Considering what makes people unique/different identify and respect the differences and similarities between people Developing a basic understanding of disability and celebrate difference. Belonging to groups and communities (cross-curricular link to RE). Whole school focus - local community fundraising project. Whole school focus - International Week and international fundraising project. Considering what improves and harms the natural environment.</p> <p>Equalities Act 2010- (No Outsiders Project)</p> <p>Key question: What does it feel like to be different? Key learning - To like the way I am Suggested Text: Elmer by David Mckee</p>	<p>Computing Online Safety- what to do if you need help</p> <p>DT/History RNLI Rescue-charities</p> <p>RE-Belonging</p> <p>Science-Body Parts</p> <p>Geography- Environment al study-Recycling</p> <p>DT Single use plastic</p>	<p>Unhealthy/Healthy Well/Unwell Bodies Hospital Friends Feelings Similar Different Boy Girl Male Female Private parts Penis Vulva Respect Equality</p>

Key Question: Do all human bodies work the same way?

Key Learning: To understand that our bodies work in different ways.

Suggested Text: Max the Champion by Sean Stockdale

Key Question: Who do I share my world with?

Suggested Text: My World Your World by Melanie Walsh

Key Learning: To understand that we share the world with lots of people.

Key Question: If someone came to our class and did something different what would we say?

Suggested Text: That's not how you do it by Arianne – Hofner Maniyar

Key Learning: To accept people are different.

Positive relationships at school:

Key question: If you argue with your friend what should you do?

Help construct and follow classroom rules.

What it feels like to be bullied. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.

To communicate their feelings to others, to recognise how others show feelings and how to respond using simple language

Recognise people have responsibilities to share and understand the need to return things that have been borrowed and take turns.

Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

Equalities Act 2010- (No Outsiders Project)

Key Question: Can boys and girls play the same games?

Key Learning: Your gender does not define what you do

Suggested Text: Ten Little Pirates by Mark Brownlow & Simon Rickerty

Safety, health and well-being:

Key question: Why is it important to brush your teeth and wash your hands?

Learning from experiences, to celebrate and recognise their strengths and set goals.
Identifying people who look after us in school and at home and who to go for help including family networks, who to go to if they are worried and how to attract their attention.
Identifying people that are responsible for looking after them and protecting them.
Rules for and ways of keeping physically and emotionally safe. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond
The difference between secrets and nice surprises (that everyone will find out about eventually)
What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health and how to make appropriate choices. (cross-curricular link to science).
The importance of, and how to, maintain personal hygiene and how some diseases are spread and to develop simple skills to help prevent diseases spreading.

Relationships:

Key question: Who are your special people? Why are they special?

Sharing opinions and explain views to recognise what is fair and unfair, kind and unkind, right and wrong.
To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.
Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.

SRE:

Key question: Why is it important to know the correct names for your body?

	Naming the main parts of the body (cross-curricular link to science).		
YR	Curriculum Content	Curriculum Links	Suggested Key Vocabulary
2	<p>Living in the wider world: Key question: Why do people have different amounts of money? Belonging to groups and communities. Identify and respect the differences and similarities between people. Respect for self and others: help construct and follow classroom rules. Understanding the role money plays in their lives. Whole school focus- local community fundraising project. Whole school focus -International Week and international fundraising project. Considering what improves and harms their natural environment. People and other living things have rights and that everyone has responsibilities to protect those rights.</p> <p>Equalities Act 2010- (No Outsiders Project)</p> <p>Key Question; Why is diversity a good thing? Key Learning: To understand the concept of diversity. Suggested Text: The Great Big Book of Families by Mary Hoffman & Ross Asquith</p> <p>Key question: Why is it good to work with people who are different from us? Key Learning: To understand how we share the world. Suggested Text: The First Slodge by Jeanne Willis</p> <p>Key Question: Why is learning to sign useful? Key Learning: To communicate in different ways. Suggested Text: What the Jackdaw Saw by Julia Donaldson and Nick Sharratt</p> <p>Positive relationships at school: Key question: How would you feel if you were being bullied? What it feels like to be bullied. Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</p>	<p>Online Safety Passwords and Privacy Significant individual- Florence Nightingale/Mary Seacole-NHS Caring Safety- Great Fire of London</p> <p>Science Living things, basic needs, diet and exercise</p> <p>Religion and World views</p>	<p>Similar Different Gender roles Boy Girl Male Female Private parts Penis Vulva Diversity Disability Equality</p>

	<p>Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>Equalities Act 2010- (No Outsiders Project)</p> <p>Afl: What are the benefits that come of working with a wide range of people?</p> <p>Key Learning: To enjoy and respect working with class</p> <p>Suggested Text: Blown Away by Rob Biddulph</p> <p>Safety, health and well-being:</p> <p>Key question: What is meant by privacy?</p> <p>Recognising responsibility for keeping safe; people who look after them, who to go to if they are worried. (e-safety aspects covered in ICT).</p> <p>What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy and to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>Learning from experiences. Celebrating and recognise strengths and setting goals. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest.</p> <p>To make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>That household products, including medicines, can be harmful if not used properly.</p> <p>About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>		
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	<p>Process of growing old and changing needs (cross-curricular link to science).</p> <p>Relationships: Key question: How can negative behaviour affect you and those around you? Sharing opinions and explaining views. Recognising what is fair and unfair, kind and unkind, right and wrong. To offer constructive support and feedback. To judge what physical contact is acceptable and what is not. Understand that feelings as well as bodies can be hurt. Discussing change and loss and the associated feelings. Recognise that their behaviour can affect other people.</p> <p>Equalities Act 2010- (No Outsiders Project)</p> <p>Key Question: What is a family? Key Learning: To understand what makes someone feel proud. Suggested Text: The Odd Egg by Emily Gravett</p> <p>SRE: Key question: How does your body change as you get older? Understanding the processes of reproduction and growth in animals. (the focus on recognising growth not how reproduction occurs (cross- curricular link to science)</p>		
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YR	Curriculum Content	Curriculum Links	Suggested Key Vocabulary
3	<p>Living in the wider world: Key question: What would life be like if we were all the same? Whole school focus - local community fundraising project. The role money plays in their lives. Think about the lives of other people living in other places and people with different values and customs. Whole school focus - International Week and international fundraising project. To consider our differences and the value that diversity brings. Why and how rules are enforced. How to take part in making and changing rules.</p>	<p>Online Safety Internet safety</p> <p>DT Nutrition and health</p> <p>History- Society/Community</p> <p>Geography-Human impact on environment (Rivers)</p> <p>Science Nutrition</p>	<p>Stereotypes Gender roles Similar Different Male Female Private parts Penis Testicles Vulva Vagina Family Fostering Adoption Relationship</p>

	<p>What improves and harms their natural environment.</p> <p>Equalities Act 2010- (No Outsiders Project)</p> <p>Key Question: Is being different a good thing?</p> <p>Key Learning: To use my pupil voice Suggested Text: We're All Wonders by R.J. Palacio AfL: Why might some people children feel like outsiders on our playground? What can we do in our school to make sure that no one feels like an outsider?</p> <p>Positive relationships at school:</p> <p>Key question: What are the different types of bullying?</p> <p>To consider the role and responsibility of people who witness bullying behaviour. To recognise bullying and abuse in different forms. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>Equalities Act 2010- (No Outsiders Project)</p> <p>Key Question: What is 'discrimination'?</p> <p>Key Learning: To understand what 'discrimination' is Suggested Text: This Is Our House by Michael Rosen</p> <p>Safety, health and well-being:</p> <p>Key question: How do you decide what you eat?</p> <p>School rules about health and safety, basic emergency aid procedures, where and how to get help. To recognise opportunities to make their own choices about food and understanding what might influence their choices and the benefits of eating a balanced diet (Cross-curricular link to science). Keeping physically and emotionally safe. About people who are responsible for helping them stay healthy and safe and</p>	<p>Plants and animals - Life cycle</p> <p>Religion and World views</p> <p>Plants and animals - Life cycle</p> <p>Religion and World views</p>	
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ways that they can help these people. (E-safety aspects also covered in ICT).
That bacteria and viruses can affect health and that following simple routines can reduce their spread.

Equalities Act 2010- (No Outsiders Project)

Key Question

Suggested Text: Mixed by Arree Chung

Key Learning: To consider responses to racist behaviour

AfL: What is racism?

Relationships:

Key question: What should you do if you experience a negative relationship?

To feel confident to raise their own concerns.

To recognise and respond appropriately to a wider range of feelings in others.

To work collaboratively towards shared goals.

To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

To develop strategies to resolve disputes and conflicts.

To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

To recognise what makes a positive or negative relationship and whom they can talk to if they need support.

To learn that their actions affect themselves and others.

Equalities Act 2010- (No Outsiders Project)

Key Question: What is meant by 'difference'?

Key Learning: To understand strategies to help someone who feels different

Suggested Text: The Hueys in the New Jumper by Oliver Jeffers

SRE:

Key Question: What is a relationship?

To recognise different types of relationships, including those between

	<p>acquaintances, friends, relatives and families.</p> <p>Equalities Act 2010- (No Outsiders Project)</p> <p>Key Question: What makes someone feel welcome?</p> <p>Key Learning: To understand behaviours that may make us feel like outsiders Suggested Text: Beegu by Alexis Deacon</p>		
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YR	Curriculum Content	Curriculum Links	Suggested Key Vocabulary
4	<p>Living in the Wider World Key question: Why do people have different values?</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>Whole school focus - local community fundraising project.</p> <p>Whole school focus - International Week and international fundraising project.</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities.</p> <p>To think about the lives of people living in other places, and people with different values and customs.</p> <p>To develop strategies to resolve disputes and conflicts</p> <p>To recognise and challenge stereotypes</p> <p>Equalities Act 2010- (No Outsiders Project)</p> <p>Key Question: Why is it good to learn something new?</p> <p>Key Learning: To understand why it is good to ask questions and learn about new things. Suggested Text: The Flower by John Light</p> <p>Positive relationships at school:</p>	<p>Online Safety – safe and unsafe online behaviours. un/reliable information</p> <p>History –Governance and how events have impacted on society e.g. Suffragettes/Windrush</p> <p>Geography Impact of Humans – Climate change</p> <p>Science keeping healthy, teeth digestion</p> <p>DT-clothes that protect (insulation)/Nutrition</p> <p>Religion and World Views</p>	<p>Agree Disagree Conflict Resolve Viewpoint Choice Decision Community</p> <p>International Fundraising</p> <p>Anti-social Aggressive discrimination</p> <p>Values customs</p> <p>Stereotype</p> <p>Disability Difference Responsibility</p> <p>Boundaries Inclusive</p> <p>Privacy</p> <p>Achieve Aspiration Goals Future</p> <p>Bacteria Virus Disease Routine</p>

	<p>Key question: Are all disabilities visible? To understand what a disability is. To have an understanding of difference. To consider the role and responsibility of people who witness bullying behaviour. To understand that words can hurt others. To introduce the idea of non-inclusive language. Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> <p>Equalities Act 2010- (No Outsiders Project)</p> <p>Key Question: What makes me proud of who I am? Key Learning: To be who you want to be Suggested Text: Red: A Crayon's Story by Michael Hall</p> <p>Safety, health and well-being: Key question: Who is at the other end of your computer? To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. Keeping physically and emotionally safe, including safety online – social media, the responsible use of ICT and mobile phones. (E-safety aspects also covered in ICT) To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. Strategies for keeping physically healthy and safe including road safety. (Cross-curricular links to science and DT). That their actions affect themselves and others. What positively and negatively affects their physical, mental and emotional health. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. That bacteria and viruses can affect health and that following simple routines can reduce their spread</p>		
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	<p>Equalities Act 2010- (No Outsiders Project)</p> <p>Key Question: What does being assertive mean?</p> <p>Key Learning: To know when to be assertive</p> <p>Suggested Text: Dog's Don't Do Ballet by Anna Kemp & Sara Ogilvie</p> <p>Relationships:</p> <p>Key question: Are all secrets the same? When is it okay to share a secret?</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media.</p> <p>Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p> <p>Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>To feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see,</p>		
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	<p>respect and if necessary constructively challenge others' points of view.</p> <p>Equalities Act 2010- (No Outsiders Project)</p> <p>Key Question: What is marriage? Key Learning: To understand why people get married Suggested Text: King and King by Linda de Hann & Stern Nijland</p> <p>Key Question: Can I make friends with someone who does not speak my language? Key Learning: To overcome language barriers and understand ways to communicate and make friendships Suggested Text: The Way Back Home by Oliver Jeffers</p> <p>SRE: To explore the human life cycle To know about the physical and emotional changes linked to puberty To explore respect in a range of relationships</p>		
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YR	Curriculum Content	Curriculum Links	Suggested Key Vocabulary
5	<p>Living in the wider world Key question: How can fundraising support the local and wider community? Whole school focus - local community fundraising project. Whole school focus -International Week and international fundraising project. To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>What being part of a community means, and about the varied institutions that support communities locally and nationally. To appreciate the range of national, regional, religious and ethnic identities in the UK, to think about the lives of people in other places, and people with different values and customs.</p>	<p>Online Safety Bias and validity</p> <p>History Role of society</p> <p>Respect-Golden Age of Islam</p> <p>Geography Human Geography and impact on planet</p> <p>Science- Human Life Cycles and changes as we age</p> <p>DT Nutritionally balanced meals</p> <p>Religion and World views</p>	<p>Debate Issues Problems Events Manage Critical Consumer Institution Ethnic Identity Consequence Homophobic Abuse Prejudice Gender identity Sexual orientation Civil partnership Puberty Rights Universal Declaration of Human Rights Empathy Freedom of speech Amnesty International Unconscious bias</p>

	<p>Equalities Act 2010- (No Outsiders Project)</p> <p>Key Question: What are my rights? What are my dreams?</p> <p>Key Learning: To recognise my freedom.</p> <p>Suggested Text: Dreams of Freedom, by Amnesty International</p> <p>Positive relationships at school</p> <p>Key question: What strategies would you use to support someone who feels they are being bullied?</p> <p>Exploration of bullying behaviour. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond and ask for help.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationship</p> <p>To understand that words/text/email /SMS once said/written cannot be taken back/deleted. (E-safety aspects also covered in ICT)</p> <p>Exploration of homophobic bullying.</p> <p>Equalities Act 2010- (No Outsiders Project)</p> <p>Key Question: Why is the Equality Act 2010 relevant to me? How is No Outsiders relevant in school today?</p> <p>LI – To exchange dialogue</p> <p>Suggested Text: The Cow Who Climbed a Tree, by Gemma Merino</p> <p>Safety, health and well-being</p> <p>Key question: How can you ensure that you and others are safe and healthy?</p> <p>The importance of protecting personal information, including passwords (E-safety also covered in ICT).</p> <p>The responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.)</p> <p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media.)</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p>		
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	<p>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle.</p> <p>School rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>Equalities Act 2010- (No Outsiders Project)</p> <p>Key Question: What is 'empathy' ?</p> <p>Key Learning: – To recognise when someone needs help</p> <p>Suggested Text: How to Heal a Broken Wing by Bob Graham</p> <p>Relationships</p> <p>Key question: How do we celebrate differences and similarities in our school and wider community?</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge their points of view.</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>To introduce and explore the concept of unconscious bias.</p> <p>The civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make a commitment</p> <p>Equalities Act 2010- (No Outsiders Project)</p> <p>Key Question:How can we make sure gay and lesbian people feel welcome in our school?</p>		
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	<p>Suggested Text: And Tango Makes Three by Justin Richardson and Peter Parnell Key Learning: To accept people who are different from me. LGBT families focus.</p> <p>[moved from Year 4] Key Question: What does British marriage law say? Suggested text: King and King by Linda de Hann & Stern Nijland Key Learning: To understand why people get married</p> <p>SRE Key question: How are our bodies going to change in puberty? About human reproduction and how their body will change as they approach and move through puberty How their body will, and their emotions may, change as they approach and move through puberty. (also explored in science curriculum).</p>		
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YR	Curriculum Content	Curriculum Links	Suggested Key Vocabulary
6	<p>Living in the wider world Key question 1: How can we learn from our past, respect our world and ensure it is protected for future generations? Whole school focus - local community fundraising project. Whole school focus - International Week and international fundraising project. To think about the lives of other people living in other places and people with different values. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. About enterprise and the skills that make someone 'enterprising'</p> <p>Equalities Act 2010- (No Outsiders Project)</p> <p>Key Question: How did the Nazis justify their actions in WW2? (If not studying WW2 – How do people justify their actions in war?) Key Learning: To justify my actions</p>	<p>Online Safety Positive digital footprints. Grooming, radicalization, gang crime, cyber bullying</p> <p>History Civilisation- impact of WW" on modern civilisation</p> <p>Geography-Impact of Humans on the Planet- Great Pacific Garbage Patch</p> <p>Religion and World views</p>	<p>Interest Loan Debt Tax Economic Sustainability Entrepreneur Enterprise Risk Assess Hygiene Habit Bereavement Trolling Consent FGM PTSD Mental Health Expression Respect Systemic racism Racism BLM Transgender Choice</p>

	<p>Suggested Text: Rose Blanche by Ian McEwan and Roberto Innocenti</p> <p>Key Question: Why do some people show prejudice to others?</p> <p>Key Learning: To overcome fears about difference</p> <p>Suggested Text: Leaf, by Sandra Dieckmann</p> <p>Key question 2: How can we challenge the causes of racism?</p> <p>Exploring unconscious bias</p> <p>To understand what is meant by 'systemic racism', and to realise that some of the systems we operate in can be racist without bad intention from the people within it.</p> <p>The difference between 'not racist' and 'anti-racist'. Developing understanding that we all have a responsibility to stand up against racism (be anti-racist) if things are to change, and that it is not enough to just not be a perpetrator of racism.</p> <p>Looking critically at the different ways the media portrays a story depending on the race of the subject.</p> <p>Learning about the history of how history has been taught through the voices and stories of the most powerful people at the time. Learning to actively seek out the historically unheard stories – suggested text could be 'Hidden Figures', and a study into the Windrush scandal.</p> <p>Exploring the causes and history of the Black Lives Matter movement.</p> <p>Key Question: When does racism happen? How can I respond if I hear a racist comment at school? What is systemic racism? How can I challenge my unconscious bias?</p> <p>Key Learning: To challenge the causes of racism</p> <p>Suggested Text: The Island by Armin Greder</p>		
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	<p>Positive relationships at school Key question: What do you need to consider when making personal choices? Exploration of bullying behaviour. Individuality and the right to personal choice. Acceptance and homophobic bullying. Looking at the lifelong (and sometimes fatal) mental health issues which can result from bullying.</p> <p>Equalities Act 2010- (No Outsiders Project)</p> <p>Key Question: What does British law say about gender identity? Key Learning: To promote diversity Suggested Text: My Princess Boy by Cheryl Kilodavis and Suzanne DeSimone</p> <p>Key Question: What is the Equality Act 2010? Why do we say there are No Outsiders in our school? Key Learning: To welcome difference and stand up to discrimination Suggested Text: The Thing, by Simon Puttock and Daniel Egneus</p> <p>Safety, health and well-being Key question: How does the media shape our lives? To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment). Keeping healthy. Healthy eating (cross-curricular links to DT) Personal hygiene- that bacteria and viruses can affect health and that following simple routines can reduce their spread. What positively and negatively affects their physical, mental and emotional health (including the media) How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p>		
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	<p>What is meant by the term 'habit' and why habits can be hard to change. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others. (also explored in science curriculum).</p> <p>About change, including, loss, separation, divorce and bereavement.</p> <p>To recognise and challenge stereotypes realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help.)</p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations e.g. consent in different contexts (adapt where necessary).</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>School rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>Equalities Act 2010- (No Outsiders Project)</p> <p>Key Question: What is freedom of speech? Key Learning: To consider freedom of speech Suggested Text: The Only Way is Badger, by Stella J Jones and Carmen Saldana</p> <p>Relationships Key question: How can you identify an unhealthy relationship? To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise</p>		
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	<p>and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. To recognise and challenge stereotypes.</p> <p>Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>SRE</p> <p>Key question: What skills will you apply to establishing a new relationship in secondary school and later life?</p> <p>Personal boundaries and the right to say no.</p> <p>How their body will, and their emotions may, change as they approach and move through puberty</p> <p>Boundaries and bullying; in relationships and at home. Who to talk to/ go to for help (include helpline contacts for FGM).</p> <p>Transitions between schools and understanding /establishing boundaries in a new environment.</p>		
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