



Marriott Primary

Achieving Together

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE)

Adopted	17th November 2020
Signed (Chair of Governors)	<i>Steve Wilson</i>
Reviewed (Due October 2023)	
Signed (Chair of Governors)	

Rationale and Ethos

This policy is Marriott Primary Schools approach to Relationship Sex and Health Education and is based on the Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. It was produced by staff, pupils, governors and members of local schools through consultation with parents and other interested and relevant stakeholders.

At Marriott Primary School we define 'relationships and sex education' as 'enabling children to embrace the challenges of creating a happy and successful adult life'.

We believe that relationships, sex and health education is important for pupils at Marriott school because:

- it gives children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships both now and in the future and builds their self-efficacy
- it allows children the opportunity to discuss their knowledge as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts
- it is the recognition that everyone faces difficult situations in their lives. At Marriott we recognised that relationship and sex education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

At Marriott Primary School, we view the partnership between home and school as vital to children learning about healthy, respectful relationships, focusing on family and friendships, in all contexts (face to face and on line).

Marriott's overarching aims for our pupils are:

- to foster pupil's wellbeing and develop resilience and character
- to foster pupil's ability to be successful and productive members of society
- to know how to be safe in all aspects of life, including online
- to be mentally and physically healthy
- to positively able to manage their academic, personal and social lives
- to demonstrate personal attributes in order to contribute to adult life in British Society (see British Values statement) including although not exclusively: kindness, integrity, generosity, honesty, respect and tolerance

At Marriott Primary School we ensure RSHE is inclusive and differentiated to meet the needs of all our pupils through its' content (further guidance in the teaching and learning policy).

At Marriott Primary School we will ensure that all pupils understand the importance of equality and respect.

As a school we will ensure we comply with the relevant provisions of the Equality Act 2010, recognising under which sexual orientation and gender reassignment are amongst the protected characteristics. We ensure RSHE fosters gender equality and LGBT+ equality by ensuring content is age appropriate and developmentally appropriate.

Legislation

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools.

The RSHE policy supports/complements the following policies:

- PSHE policy
- Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy and statement
- Acceptable use of IT policy

Documents that inform the school's RSHE policy include:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Intended Outcomes

The intended outcomes of Marriott Primary School's programme will be that pupils:

- know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults
- understand that everyone has a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touch.
- recognise and know how to report abuse, including emotional, physical and sexual abuse
- understand we all have a responsibility to treat each other with kindness, consideration and respect including when on line

- are able to express their emotions and seek help where needed
- to build friendship in order to support their mental well being
- develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice (see appendix 2 – Marriott’s Merits word development)
- develop character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience permission seeking and giving, and the concept of personal privacy
- recognise and challenge any form of discrimination

Roles and Responsibilities

The RSHE programme at Marriott Primary School will be led by the RSHE leader with the support of senior leaders, the leader responsible for the Route to Resilience Programme, other related subject leads and the governing body.

RSHE will be taught by class teachers and delivered through the school curriculum and wider opportunities within the school.

The aims and intended outcomes of our approach are encompassed within the school visions and values to promote learning (see curriculum intent document).

The RSHE programme will be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations.

If changes need to be made or consultation sought a working party will be created made up of governors, leaders, teachers, support staff, parents and where appropriate members of the community.

Governors

The governing body as well as fulfilling their legal obligations should ensure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Headteacher and RSHE Leader

It is the responsibility of the joint Head Teacher and PSHE leader to ensure that:

- both staff and parents are informed about our RSHE policy, and that the policy is implemented effectively

- staff are given sufficient training, support and guidance so that they can teach about relationship and sex education effectively, and are confident to handle any difficult issues with sensitivity
- they liaise with external agencies regarding the school RSHE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework
- monitoring of this policy on a regular basis, and report to governors/trustees, when requested, on the effectiveness of the policy
- all staff are provided with high quality and relevant resources

External Visitors

At Marriott Primary School we know that working with external organisations can enhance the delivery of the RSHE curriculum and that bringing in specialist knowledge can be a different ways of engaging with young people.

At Marriott Primary School will ensure:

- the validity of the visitor or visiting organisation's credentials
- teaching delivered by the visitor fits with the planned programme and published policy
- discussion occurs in relation to the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils
- review the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs
- agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Parents, carers and other adults in the community will be provided with:

- accessible, accurate, up-to-date, information delivered in a way which meets their needs
- information on how and when RSHE is taught
- be informed about issues of confidentiality and how it affects them and their children
- have their views and ideas received in a respectful, non-judgemental manner.

Curriculum Design

Marriott Primary School's RSHE programme runs parallel to our whole school curriculum and enhances and develops children's understanding and ability to access other areas of the curriculum.

At Marriott Primary School we teach RSHE on the understanding that:

- it is taught in the context of family life
- it is part of a wider process of social, personal, spiritual and moral education
- children should be taught to have respect for their own bodies
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- it is important to build positive relationships with others, involving trust and respect, both in person and online

- it makes a significant contribution to our duty to safeguard and protect all children
- it plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk taking behaviour, including online behaviour.

Learning about relationships and sex education in RSHE education lessons will link to and complement learning in Science, Religious Education, Health Education, including mental health education.

Marriott Primary School’s relationship and sex education provision and will cover:

Relationships	Health and mental well being	Other foci Living in the Wider World – Beyond DFE framework
Families and people who care for me Caring friendship Respectful friendships Online Relationships Being Safe	Mental Well-being and fitness Safety and Harm Internet Physical Health Eating Drug, alcohol and tobacco Health and prevention Basic First Aid Changing Adolescent Body	Economic Well-being Enterprise Careers

The overriding concepts explored through the curriculum are:

- identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- relationships (including different types and in different settings, including online)
- a healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
- power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes)
- career (including enterprise, employability and economic understanding).

The overarching themes and elements within them in Marriott's curriculum are:

Myself and my relationships

- Anti-bullying
- Beginning and belonging
- Family and friends
- Managing change
- My emotions

Citizenship

- Diversity and communities
- Rules and responsibilities
- Working together

Healthy and safer lifestyles

- Drugs education
- Healthy lifestyles
- Managing risk
- Personal safety
- Safety contexts
- Sex and relationship

Economic wellbeing

- Financial capability

These blocks are linked to safeguarding, the school values, British values, rights and responsibilities, and Growth Mind-sets so that the children have depth and breadth within this area of the curriculum.

At Marriott Primary School we understand the importance of ensuring that all children in our school receive their entitlement to RSHE. We will consider gender, age, religion, cultural and linguistic background when planning and delivering RSHE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils at Marriott Primary School and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSHE curriculum at Marriott Primary School meets the needs of all pupils we will:

- accept and celebrate difference
- encourage respect and discourage abuse and exploitation
- not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability at Marriott Primary School, we will review our RSHE Programme to ensure that provision is made where required. We will consider:

- their level of vulnerability

- 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 support staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Marriott Primary School's RSHE programme will be taught through a range of teaching methods and interactive activities, including use of drama techniques, scenario script writing, videoing, animating, range of presentation styles, debate, discussions, investigating and analysing information, blogs, podcast, journaling/diary writing.

Lessons will be differentiated, where appropriate, by staff or visitors delivering sessions to ensure that individual needs of children are met.

Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. High quality resources will support our RSHE provision and will be regularly reviewed. We will avoid a 'resource- led' approach to delivering RSHE, instead focusing on the needs of the children and our planned learning objectives.

We will carefully select resources which meet these objectives carefully evaluating teacher resources, leaflets and videos, before using them.

At Marriott Primary School we have chosen to use the Cambridge Scheme to support our RSHE curriculum. Appendix 3 shows the overviews of each year group.

The resources provided within the school:

- are consistent with our Curriculum for RSHE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and 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
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSHE

Assessment

Pupils at Marriott Primary School will be encouraged to reflect on their own learning and progress, either through self-evaluation tools or through discussion. This will be integral within the approach to assessment of RSHE. We recognise that it is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values, however, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and pupil self- and peer assessment.



1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

Model taken from PSHE Association Primary Toolkit 2017

The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health).

An overview of the learning in each year group can be found on the school website and in the Appendix 3.

Staff Training

Appropriate training and support will be given to help teachers in the delivery of RSHE. We will also encourage the sharing of good practice in line with the school coaching model for professional development. Those with special responsibility for the development of RSHE will be offered opportunities to consult with advisors.

Approaches to Teaching

At Marriott Primary School RSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected.

Teachers and pupils will agree ground rules at the beginning of any RSHE work, in addition to those already used in the classroom.

They will cover the following areas:

- Communication, such as working noise in different situations, use of positive language, use of signals (e.g. 'hands up').
- Problem Fixing, such as ways of negotiating and resolving issues with and without the teacher.
- Learning, such as sharing, trying hard, not disturbing others.
- Treatment, such as how we treat each other with fairness and consideration.
- Appropriate use of language around SRE
- The asking and answering of personal questions
- Strategies for checking or accessing information.

In order to protect children's privacy, we will employ teaching and learning strategies known as distancing techniques which will enable them to discuss issues without disclosing personal experience. Examples of these are: puppets, case studies, role-play, videos, and theatre in education

to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as children will naturally share information and ask questions. When discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSHE. Staff at Marriott Primary School will answer questions relating to the taught planned curriculum for that age group to the whole class. Questions relating to areas beyond the taught planned curriculum for that age group will be approached in a sensitive and age appropriate way only to the child(ren) who have asked the question, where appropriate in consultation with a child's parent. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the RSHE leader.

When answering questions, we shall ensure that sharing personal information is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

We encourage members of the community to work with us to provide advice and support to the children with regard to relationship and health education. 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 RSHE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the RSHE programme
- visitors will be reminded that, whilst contributing to RSHE 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 RSHE Co-ordinator/Class Teacher beforehand
- the contributions of visitors will be regularly monitored and evaluated

Safeguarding

Marriott Primary School's RSHE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy. In addition, we also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in Keeping Children Safe in Education. It is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help.

Where a concern or disclosure is raised teachers or other adults working with the child will consult with the designated safeguarding lead and in his/her absence their deputy safeguarding lead. Staff will respond in a similar way if a child indicates that they may have been a victim of any other type

of abuse, including FGM. Staff should be familiar with the specific procedures relating to the reporting of FGM (see our Child Protection Policy). The Designated Safeguarding Lead will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures. following protocols identified in the school safeguarding policy.

Visitors/external agencies which support the delivery of RSHE will be required to inform the designated safeguarding lead or deputy in accordance to the school policy

The protocol for inviting visitors into lessons:

- prior to the commencement of any visit, visitors will be given a copy of the schools safeguarding policy and protocol for reporting disclosures
- all visitors will be given a copy of the RSHE policy.

Engaging Stakeholders

Pupils

Pupil voice will be used to review and tailor our RSHE programme to match the different needs of pupils.

Parents

Marriott Primary School acknowledges the role of parents in supporting the RSHE curriculum in school. The school will build a positive and supporting relationship with the parents and carers through mutual understanding, trust and cooperation.

Parents will be informed about the policy through consultation, information meetings and through written correspondence. The policy will be available to parents through the school website.

We are committed to working with parents and carers by holding information sessions, providing workshops for parents to enable them to be confident to answer their children's questions and through signposting via targeted support in school or through the school website, to other resources to support them at home.

We work closely with parents to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSHE, Parent Information sessions and opportunities for parents to view the materials and resources used will be held. Each year these sessions will be repeated to ensure all new parents are fully aware of the school curriculum.

We will notify parents when Relationships, Sex and Health Education will be taught, by written communication and through the sharing of our curriculum coverage plans. In addition to this, we will remind parents when the specific unit of work will be taught and offer an opportunity for parents to discuss the content prior to it being taught.

From September 2020 Parents/carers do not have the right to withdraw their children from relationship or health content. We acknowledge that parents have the right to withdraw their children from all or part of the sex education taught in the school except for those parts included in

the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (see Appendix 1). Parents are encouraged to establish exactly what is covered in the lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from any part of our sex education lessons, they should discuss this first with the joint Head Teacher, making it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard that is not part of statutory NC Science.

If a parent/carer requests that their child be removed from sex education, we will arrange for the child to be educated in another class who are not participating in the lesson and provide support by giving the parent access to the materials.

Governors

This Policy describes the governors' views on how RSHE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the RSHE Policy reflects consideration of the views of parents of our community. It is the responsibility of governors to ensure that the Policy is made available to parents.

In order to facilitate this process, the RSHE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available for parents/carers on the school website and a link governor with responsibility for safeguarding (to include RSHE) will be nominated.

Monitoring, reporting and evaluation

At Marriott Primary School teachers will critically reflect on their work in delivering RSHE through the evaluation of lessons, discussion with senior leaders and through monitoring activities led by the PSHE leader.

Marriott Primary School will involve children in the evaluation and development of their RSHE in ways appropriate to their age:

- we will refer to local/countywide/national data
- we will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- we will encourage children to ask questions as they arise by providing anonymous question boxes
- we will ask children to reflect on their learning and set goals for future learning
- we will consult children (e.g. through School Council) about their perception of the strengths of our RSHE programme and the areas to be further developed.

The governing body or trustees are responsible for monitoring the delivery of our RSHE policy. Governors give due consideration to any comments from parents about the RSHE programme, and require the Head Teacher to keep a written record of parents' comments

RSHE Policy Review Date

This policy will be reviewed every three years or earlier if deemed necessary. It will be reviewed by the PSHE lead, senior leaders and representatives from the governing body. This will ensure that it is in line with current department for Education advice and guidance.

Appendix 1 - RSHE Elements of the National Science Curriculum

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Notes and guidance

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Notes and guidance

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Notes and guidance

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: At this stage, pupils are not expected to understand how genes and chromosomes work.

'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Department for Education, September 2013

Appendix 3 – RSHE School Overview

UNIT ORGANISATION

- Autumn term – 2 units per half term
- Spring and Summer term – 1 unit per half term

FOUNDATION STAGE

UNIT NAME	UNIT CODE	QUESTIONS	KEY THEMES
Myself and My Relationships 1: Beginning and Belonging	MMR1 BBF	<p>How am I special and what is special about other people in my class?</p> <p>What have I learnt to do and what would I like to learn next?</p> <p>How do we welcome new people to our class?</p> <p>What can I do to make the classroom a safe and happy place?</p> <p>How can I play and work well with others?</p> <p>How can I respect the needs of others?</p> <p>How does my behaviour make other people feel?</p>	<ul style="list-style-type: none"> • Belonging in the class • Likes and dislikes • Similarities and differences • Setting goals • Recognising feelings • Communication and cooperation • Ground Rules • Rights Rules and Responsibilities • Right and wrong • Fair and unfair
Citizenship 1: Identities and Diversity	CIT1 ID F	<p>Who are the people in my class and how are we similar to and different from each other?</p> <p>Who are the different people who make up a family?</p> <p>What things are especially important to my family and me?</p> <p>What are some of the similarities and differences in the way people including families live their lives?</p> <p>How can we value different types of people including what they believe in and how they live their lives?</p> <p>How do we celebrate what we believe in and how is this different for different people?</p>	<ul style="list-style-type: none"> • Similarities, difference and diversity • Respecting and valuing others • The way we live • Neighbourhood • Our beliefs • Routines, customs and traditions • Culture, race and religion
Citizenship 2: Me and my world	CIT2 MWF	<p>Who are the people who help to look after me and my school?</p> <p>How can I help to look after my school?</p> <p>How can I help to care for my things at home?</p> <p>Where do I live and what are the different places and features in my neighbourhood?</p> <p>Who are the people who live and work in my neighbourhood including people who help me?</p> <p>How can we look after the local neighbourhood and keep it special for everybody?</p> <p>What do animals and plants need to live and how can I help to take care of them?</p> <p>What is money and why do we need it?</p> <p>How do we save money?</p>	<ul style="list-style-type: none"> • People and places • Family, school, neighbourhood • Jobs, roles and responsibilities • Helping and working together • Caring for living things • Local environments • Money
Healthy and Safer Lifestyles: My Body and Growing Up	HSL1 BGF	<p>What does my body look like?</p> <p>How has my body changed as it has grown?</p> <p>What can my body do?</p> <p>What differences and similarities are there between our bodies?</p> <p>How can I look after my body and keep it clean?</p> <p>How am I learning to take care of myself and</p>	<ul style="list-style-type: none"> • Valuing the body • Body parts • My teeth • Shapes and sizes • Self-care skills • Change and responsibilities

		<p>what do I still need help with?</p> <p>Who are the members of my family and trusted people who look after me?</p> <p>How do I feel about growing up?</p>	
<p>Healthy and Safer Lifestyles 3 HL F Healthy Lifestyles</p>	<p>HSL3 HLF</p>	<p>What things can I do when I feel good and healthy?</p> <p>What can't I do when I am feeling ill or not so healthy?</p> <p>What can I do to help keep my body healthy?</p> <p>Do I understand why food and drink are good for us?</p> <p>Do I understand what exercise is and why it is good for us?</p> <p>Do I understand why rest and sleep are good for us?</p>	<ul style="list-style-type: none"> • Healthy Choices • My teeth • Food and drink • Exercise • Rest and sleep • Leisure time
<p>Myself and My Relationships 3 My Emotions</p>	<p>MMR3 MEF</p>	<p>Can I recognise and show my emotions?</p> <p>Can I recognise emotions in other people and say how they are feeling?</p> <p>Do I know what causes different emotions in myself and other people?</p> <p>How do I and others feel when things change?</p> <p>Do I know simple ways to make myself feel better?</p> <p>How can I help to make other people feel better?</p>	<ul style="list-style-type: none"> • Identifying and managing emotions • Feelings, thought and behaviour • Fair and unfair • Loss and change • Empathy
<p>Myself and My Relationships 2: My Family and Friends - Including Anti-bullying</p>	<p>MMR2 FFF</p>	<p>Who are my special people and why are they special to me?</p> <p>Who is my family and how do we care for each other?</p> <p>What is a friend?</p> <p>How can I be a good friend?</p> <p>How do I make new friends?</p> <p>How can I make up with friends when I have fallen out with them?</p> <p>How does what I do affect others?</p> <p>Do I know what to do if someone is unkind to me?</p>	<ul style="list-style-type: none"> • Valuing difference and diversity • Kind and unkind behaviour • Bullying • Conflict resolution • Asking for help and telling • Being assertive • Safety Circle • Supporting others
<p>Healthy and Safer Lifestyles 2: Keeping Safe (Including Drug Education)</p>	<p>HSL2 KSF</p>	<p>What do I think I have to keep safe from?</p> <p>How do I know if something is safe or unsafe?</p> <p>Do I understand simple safety rules for when I am at home, at school and when I am out and about?</p> <p>Can I say 'No!' if I feel unsure about something and it does not feel safe or good?</p> <p>Can I ask for help and tell people who care for me if I am worried or upset?</p> <p>Who are the people who help to keep me safe?</p> <p>What goes on to and into my body and who puts it there?</p> <p>Why do people use medicines?</p> <p>What are the safety rules relating to medicines and who helps me with these?</p>	<ul style="list-style-type: none"> • Assessing risk • Personal safety skills • Safety Circle • Good and bad secrets • Good and bad touches • Real and pretend • Lost and found • Road Safety • Safe use of medicines • Medicines, pills, injections

YEAR 1

UNIT NAME	UNIT CODE	QUESTIONS	KEY THEMES
Myself and My Relationships 4: Beginning and Belonging	MMR4 BB12	Do I understand simple ways to make sure my school is a safe, happy place? How can I get to know the people in my class? How do I feel when I am doing something new? How can I make someone feel welcome in class? What helps me manage in new situations? Who can help me at home and at school?	<ul style="list-style-type: none"> • Feeling safe and happy • Belonging in the class / school / community • Ground rules / class charters • Doing new things • Resilience • Asking for help
Myself and my relationships 6: Family and friends	MMR6 FF 12	Can I describe what a good friend is and does and how it feels to be friends? Why is telling the truth important? What skills do I need to choose, make and develop friendships? How might friendships go wrong, and how does it feel? How can I try to mend friendships if they have become difficult? What is my personal space and how do I talk to people about it? Who is in my family and how do we care for each other? Who are my special people, why are they special and how do they support me?	<ul style="list-style-type: none"> • Friendship • Truthfulness • My family • Special people • Problem solving in relationships • Different points of view • Personal space • Safety circles
Healthy & Safer Lifestyles 6: Sex and Relationships Education	HSL6 SR 1	What are the names of the main parts of the body? What can my amazing body do? When am I in charge of my actions and my body? How can I keep my body clean? How can I avoid spreading common illnesses and diseases?	<ul style="list-style-type: none"> • External parts of the body • My amazing body • Germs • Hand washing
Citizenship 3: Working Together	CIT3 WT 12	What am I and other people good at? What new skills would I like to develop? How can I listen well to other people? How can I work well in a group? Why is it important to take turns? How can I negotiate to sort out disagreements? How are my skills useful in a group? What is a useful evaluation?	<ul style="list-style-type: none"> • Recognising strengths • Developing skills • Steps towards goals • Effective communication • Compromise & co-operation • Discussion & negotiation • Applying group work & communication skills • Evaluating
Healthy & Safer Lifestyles: Healthy Lifestyles	HSL7 HL 12	How can I stay as healthy as possible? What does it feel like to be healthy? What does healthy eating mean and why is it important? Why is it important to be active & what are the opportunities for physical activity?	<ul style="list-style-type: none"> • Staying healthy • Rest and sleep • Dental health • Eat Well Guide • Physical activity • Healthy eating

		<p>What foods do I like and dislike and why? What can help us eat healthily? Why do we need food? What healthy choices can I make?</p>	<ul style="list-style-type: none"> • Food preparation • Making real choices
Economic Wellbeing 1: Financial Capability	EW1 FC 12	<p>Where does money come from and where does it go when we 'use' it? How might I get money and what can I do with it? How do we pay for things? What does it mean to have more or less money than you need? How do I feel about money? How do my choices affect me, my family, others? What is a charity?</p>	<ul style="list-style-type: none"> • Money in different / familiar contexts • Cash values • Money as a finite resources • Uses of money • Saving and spending • Effects of loss • How banks etc work • Emotions in relation to money • Charity
Citizenship 5: Rights, Rules and Responsibilities	CIT5 RR 12	<p>How do rules make me feel happy and safe? How do I take part in making rules? Who looks after me and what are their responsibilities? What jobs and responsibilities do I have in school and at home? Can I listen to other people, share my views and take turns? Can I take part in discussions and decisions in class</p>	<ul style="list-style-type: none"> • Class and school rules and charters • Rules and laws in society • Understanding right and wrong • Explaining views • Decision making • School and class councils • Responsibilities to other people
Healthy and Safer Lifestyles 4: Managing Risk	HSL4 MR 12	<p>What are risky situations and how do they make me feel? What is my name, address and phone number and when might I need to give them? What is an emergency and who can help? What makes a place or activity safe for me? What are the benefits and risks for me when walking near the road, and how can I stay safer? What are the benefits and risks for me in the sun and how can I stay safer? What do I enjoy when I'm near water and how can I stay safer? What are the risks for me if I am lost and how can I get help? How can I help to stop simple accidents from happening and how can I help if there is an accident?</p>	<ul style="list-style-type: none"> • Risky situations • Emotions associated with risk • Basic personal information • Asking for & giving help in an emergency • Safety eyes & ears • Road safety • Travel to & from school • Rules for keeping safer • Sun safety • Water safety • Keeping safe from accidents

YEAR 2

UNIT NAME	UNIT CODE	QUESTIONS	KEY THEMES
Myself and My Relationships 5: My Emotions	MMR5 ME	<p>What am I good at and what is special about me?</p> <p>How can I stand up for myself?</p> <p>Can I name some different feelings?</p> <p>Can I describe situations in which I might feel happy, sad, cross etc?</p> <p>How do my feelings and actions affect others?</p> <p>How do I manage some of my emotions and associated behaviours?</p> <p>What are the different ways people might relax and what helps me to feel relaxed?</p> <p>Who do I share my feelings with?</p>	<ul style="list-style-type: none"> • Self-awareness • Assertiveness • Identifying & naming emotions • Coping with feelings • Feelings, thoughts and behaviour • Likes & dislikes • Impulsive behaviour • Calming down & relaxing • Seeking support
Citizenship 4: Diversity and Communities	CIT4 DC	<p>What makes me 'me', what makes you 'you'?</p> <p>Do all boys and all girls like the same things?</p> <p>What is my family like and how are other families different?</p> <p>What different groups do we belong to?</p> <p>What is a stereotype and can I give some examples?</p> <p>Who helps people in my locality and what help do they need?</p> <p>What does 'my community' mean and how does it feel to be part of it?</p> <p>How do people find out about what is happening in my community?</p> <p>How do we care for animals and plants?</p> <p>How can I help look after my school?</p>	<ul style="list-style-type: none"> • My identity • Different families • Different cultures and beliefs • Groups in and out of school • Respect • Community • Stereotypes • People who help us • School environment • Needs of people/animals / pets/plants
Myself and My Relationships 7: Anti-Bullying	MMR7 AB	<p>Why might people fall out with their friends?</p> <p>Can I describe what bullying is?</p> <p>Do I understand some of the reasons people bully others?</p> <p>Why is bullying never acceptable or respectful?</p> <p>How might people feel if they are being bullied?</p> <p>Who can I talk to if I have worries about friendship difficulties or bullying?</p> <p>How can I be assertive?</p> <p>Do I know what to do if I think someone is being bullied?</p> <p>How do people help me to build positive and safe relationships?</p> <p>What does my school do to stop bullying?</p>	<ul style="list-style-type: none"> • Respecting difference • Defining bullying • Physical, mental and emotional wellbeing • Assertiveness • Safety circles • Telling & asking for help • Supporting others • Creating an anti-bullying ethos
Healthy and Safer Lifestyles 9: Personal Safety	HSL9 PS	<p>Can I identify different feelings and tell others how I feel?</p> <p>Which school/classroom rules are about helping people to feel safe?</p> <p>Can I name my own Early Warning Signs?</p> <p>How do I know which adults and friends I can trust?</p>	<ul style="list-style-type: none"> • Identifying and communicating feelings • School/classroom rules • Early Warning signs • Identifying trusted adults • Personal networks • Recognising unkind

		<p>Who could I talk with if I have a worry or need to ask for help?</p> <p>What could I do if a friend or someone in my family isn't kind to me?</p> <p>Can I identify private body parts and say 'no' to unwanted touch?</p> <p>What could I do if I feel worried about a secret?</p> <p>What could I do if something worries or upsets me when I am online?</p>	<p>behaviour</p> <ul style="list-style-type: none"> • Bodily autonomy • Safe, unsafe & unwanted touch • Safe and unsafe secrets • Online safety
<p>Healthy and Safer Lifestyles 10: Sex and Relationships Education</p>	<p>HSL10 SR2</p>	<p>How do babies change and grow? (Statutory NC Science Y2)</p> <p>How have I changed since I was a baby? (Statutory NC Science Y2)</p> <p>What's growing in that bump? (Sex Education/NC Science)</p> <p>What do babies and children need from their families?</p> <p>Which stable, caring relationships are at the heart of families I know?</p> <p>What are my responsibilities now I'm growing up?</p>	<ul style="list-style-type: none"> • Babies to children to adults • Growing up • Caring families • Family variety • Marriage • Changing responsibilities
<p>E-safety - Me and My Online Identity</p>	<p>ENR ES12</p>	<p>What are some examples of ways in which I use technology and the internet and what are the benefits?</p> <p>What is meant by "identity" and how might someone's identity online be different from their identity in the physical world?</p> <p>What are some examples of online content or contact which might mean I feel unsafe, worried or upset?</p> <p>What sort of information might I choose to put online and what do I need to consider before I do so?</p> <p>When might I need to report something and how would I do this?</p> <p>What sort of rules can help to keep us safer and healthier when using technology?</p> <p>Who can help me if I have questions or concerns about what I experience online or about others' online behaviour?</p>	<ul style="list-style-type: none"> • Decision making • Positive contributions • Evaluating content • Information storage & sharing • Mental & physical wellbeing • Responsibilities • Reporting
<p>Healthy and Safer Lifestyles 8: Drug Education</p>	<p>HSL8 DE</p>	<p>Which substances might enter our bodies, how do they get there and what do they do?</p> <p>What are medicines and why and when do some people use them?</p> <p>When and why do people have an injection from a doctor or a nurse?</p> <p>Who is in charge of what medicine I take?</p> <p>What different things can help me feel better if I feel poorly?</p> <p>How can I keep safe with medicines and substances at home and at school?</p> <p>What is persuasion and how does it feel to be persuaded?</p>	<ul style="list-style-type: none"> • Medicines • Health professionals • Going to the doctors • Feeling ill, feeling better • Risky household substances • Safety rules • Being persuaded

<p>Myself and My Relationships 8: Managing Change</p>	<p>MMR8 MC</p>	<p>How are my achievements, skills and responsibilities changing and what else might change? How might people feel during times of loss and change? How do friendships change? What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? How might people feel when they lose a special possession? When can I make choices about changes?</p>	<ul style="list-style-type: none"> • Changing friendship patterns • Changing skills & responsibilities • Changing habits • Transitions within school • Losing things • Emotions involved with change
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YEAR 3

UNIT NAME	UNIT CODE	QUESTIONS	KEY THEMES
Myself and My Relationships 9: Beginning and Belonging	MMR9 BB	<p>What is my role in making my school a place where we can learn happily and safely?</p> <p>How can we build relationships in our class and how does this benefit me?</p> <p>What does it feel like to be new or to start something new?</p> <p>How can I help children and adults feel welcome in school?</p> <p>What helps me manage a new situation or learn something new?</p> <p>Who are the different people in my network who I can ask for help?</p>	<ul style="list-style-type: none"> • Ground rules / class charters • Responsibilities • Belonging • New situations • Meeting new people • Resilience • Managing feelings • Asking for help • Networks of support
Myself and My Relationships 11: Family and Friends	MMR11 FF	<p>How do good friends behave on and offline and how do I feel as a result?</p> <p>What is a healthy friendship and how does trust play an essential part?</p> <p>What skills do I need for choosing, making and developing friendships and how effective are they?</p> <p>How can I help to resolve disagreements positively by listening and compromising?</p> <p>Can I empathise with other people in a disagreement?</p> <p>How can I check with my friends that their personal boundaries have not been crossed?</p> <p>How do my family members help each other to feel safe and secure even when things are tough?</p> <p>Who is in my network of special people now and how do we affect and support each other?</p>	<ul style="list-style-type: none"> • Developing friendships • On and offline friendships • Emotions in relationships • Trustworthiness • Special people and networks • Compromise • Empathy • Conflict resolution • Personal boundaries • Networks of support
Healthy and Safer Lifestyles 13: Sex and Relationships Education	HSL13 SR	<p>How are male and female bodies different and what are the different parts called?</p> <p>When do we talk about our bodies, how they change, and who do we talk to?</p> <p>What can my body do and how is it special?</p> <p>Why is it important to keep myself clean?</p> <p>What can I do for myself to stay clean and how will this change in the future?</p> <p>How do different illnesses and diseases spread and what can I do to prevent this?</p>	<ul style="list-style-type: none"> • Male and female bodies • Talking about bodies • Valuing the body's uniqueness & capabilities • Responsibilities for hygiene • Preventing spread of illnesses
Citizenship 6: Working Together	CIT6 WT	<p>What am I good at and what are others good at?</p> <p>What new skills would I like or need to develop?</p> <p>How well can I listen to other people?</p> <p>How do I ask open questions?</p> <p>How can I share my views and opinions effectively?</p>	<ul style="list-style-type: none"> • Recognising and valuing strengths • Developing skills • Steps towards goals • Effective communication • Questioning skills • Problem solving and perseverance

		<p>How can different people contribute to a group task?</p> <p>How can I persevere and overcome obstacles to my learning?</p> <p>How can I work well in a group?</p> <p>What is useful evaluation?</p> <p>How do I give constructive feedback and receive it from others?</p>	<ul style="list-style-type: none"> • Decision making • Communication and group work skills • Evaluating • Feedback
Citizenship 7: Diversity and Communities	CIT7 DC	<p>What have we got in common and how are we different?</p> <p>How might others' expectations of girls and boys affect people's feelings and choices?</p> <p>How are our families the same and how are they different?</p> <p>Do people who live in my locality have different traditions, cultures and beliefs?</p> <p>How does valuing diversity benefit everyone?</p> <p>Why are stereotypes unfair and how can I challenge them?</p> <p>How do people in my locality benefit from being part of different groups?</p> <p>What are the roles of people who support others with different needs in my community?</p> <p>How does the media work in my community?</p> <p>How can we care for the local environment and what are the benefits?</p> <p>What do animals need, and what are our responsibilities?</p>	<ul style="list-style-type: none"> • Similarities and differences • People in the community • People with different backgrounds • Stereotypes • Roles in the community • Local environment • Animal welfare • Role of the media
Healthy and Safer Lifestyles 11: Managing Risk	HSL11 MR	<p>How do I feel in risky situations and how might my body react?</p> <p>Can I make decisions in risky situations and might my friends affect these decisions?</p> <p>When might I meet adults I don't know & how can I respond safely?</p> <p>What actions could I take in an emergency or accident and how can I call the emergency services?</p> <p>What are the benefits of using the roads and being near water and how can I reduce the risks?</p> <p>How is fire risky and how can I reduce the risks?</p> <p>How do I keep myself safe during activities and visits?</p> <p>How can I stop accidents happening at home and when I'm out?</p>	<ul style="list-style-type: none"> • Emotions in risky situations • Dealing with pressure in risky situations • Reactions to risk • Taking action in an emergency • Road safety • Fire safety • Beach safety • Safety near waterways • Safety during activities and visits • Preventing accidents in familiar settings
Citizenship 8: Rights, Rules and Responsibilities	CIT8 RR	<p>What does it mean to be treated and to treat others with respect?</p> <p>Who are those in positions of authority within our school and communities and how can we show respect?</p>	<ul style="list-style-type: none"> • Respect • Authority • Class/school rules & charters • Rights and

		<p>Why do we need rules at home and at school?</p> <p>What part can I play in making and changing rules?</p> <p>What do we mean by rights and responsibilities?</p> <p>What are my responsibilities at home and at school?</p> <p>How do we make democratic decisions in school?</p> <p>What is a representative and how do we elect them?</p>	<p>responsibilities</p> <ul style="list-style-type: none"> • Democracy at school • School and class councils • Decision making • Debating and voting • Responsibilities at school and at home
E-safety - Me and My Online Identity	ENR ES	<p>How might my use of technology change as I get older, and how can I make healthier and safer decisions?</p> <p>How does my own and others' online identity affect my decisions about communicating online?</p> <p>How might people with similar likes & interests get together online?</p> <p>Can I explain the difference between "liking" and "trusting" someone online?</p> <p>What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact?</p> <p>When looking at online content, what is the difference between opinions, beliefs and facts?</p> <p>Why is it important to ration the time we spend using technology and/or online?</p> <p>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?</p> <p>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?</p>	<ul style="list-style-type: none"> • Benefits of technology • Being healthier & safer • Online identity • Online contact • Liking & trusting • Mental wellbeing • Reliability of online content • Age restrictions • Asking for help

YEAR 4

UNIT NAME	UNIT CODE	QUESTIONS	KEY THEMES
Myself and My Relationships 10: My Emotions	MMR10 ME	<p>Why is it important to accept and feel proud of who we are?</p> <p>What does the word 'unique' mean and what do I feel proud of about myself?</p> <p>Why is mental wellbeing as important as physical wellbeing?</p> <p>How can I communicate my emotions?</p> <p>Can I recognise some simple ways to manage difficult emotions?</p> <p>What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others?</p> <p>How do my actions and feelings affect the way I and others feel?</p> <p>How do I care for other people's feelings?</p> <p>Who can I talk to about the way I feel?</p> <p>How can I disagree without being disagreeable?</p>	<ul style="list-style-type: none"> • Self-respect • Mental wellbeing • Communicating emotions • Self-care • Diverse emotions/ responses • Care & respect for others • Seeking support
Myself and My Relationships 12: Anti-Bullying	MMR12 AB	<p>How are falling out and bullying different?</p> <p>How do people use power when they bully others?</p> <p>What are the key characteristics of different types of bullying?</p> <p>How can lack of respect and empathy towards others lead to bullying?</p> <p>What is the difference between direct and indirect forms of bullying?</p> <p>What are bystanders and followers and how might they feel?</p> <p>Do I understand that bullying might affect how people feel for a long time?</p> <p>How can I support people I know who are being bullied by being assertive?</p> <p>How does my school prevent bullying and support people involved?</p>	<ul style="list-style-type: none"> • Falling out • Prejudiced-based bullying • Respect • Direct and indirect bullying • Cyberbullying • Bystanders and followers • Being supportive • Getting help
Healthy and Safer Lifestyles 17: Sex and Relationships Education	HLS17 SR	<p>What are the main stages of the human life cycle?</p> <p>How did I begin? Sex Education What does it mean to be 'grown up'?</p> <p>What am I responsible for now and how will this change?</p> <p>How do different caring, stable, adult relationships create a secure environment for children to grow up?</p>	<ul style="list-style-type: none"> • Stages of human life cycle • Seed+ egg • Being grown up • My responsibilities • Families' responsibilities • Caring families
Healthy & Safer Lifestyles 14: Healthy Lifestyles	HSL14 HL	<p>What does healthy eating and a balanced diet mean?</p> <p>What is an active lifestyle and how does it help me to be healthier?</p> <p>What is mental wellbeing and how is it</p>	<ul style="list-style-type: none"> • Eatwell Guide • Basic food hygiene & preparation • Active Lifestyles • Mental wellbeing

		<p>affected by my physical health? How much sleep do I need & what happens if I don't have enough? How do nutrition and physical activity work together? How can I plan and prepare simple, healthy meals safely? How can I look after my teeth and why is it important? Who is responsible for my lifestyle choices and how are these choices influenced?</p>	<ul style="list-style-type: none"> • Sleep • Influences on lifestyle choices • Dental care • Leisure activities
Economic Wellbeing 2: Financial Capability	EW2 FC	<p>What different ways are there to earn and spend money? What do saving, spending and budgeting mean to me? How can I decide what to spend my money on and choose the best way to pay? What might my family have to spend money on? What is 'value for money'? How do my feelings about money change? How do my choices affect my family, the community, the world and me?</p>	<ul style="list-style-type: none"> • Understanding large amounts of money • Sources of money • Saving and spending • Cash versus money • Keeping track of money • Value for money • Impact of choices • Charities • Emotions
Healthy & Safer Lifestyles 15: Drug Education	HSL15 DE	<p>What medical & legal drugs do I know about, and what are their effects? Who uses and misuses legal drugs? Why do some people need medicine and who prescribes it? What are immunisations and have I had any? What are the safety rules for storing medicine and other risky substances? What should I do if I find something risky, like a syringe? What do I understand about how friends and the media persuade and influence me?</p>	<ul style="list-style-type: none"> • Medicines and legal drugs • People who use medicines & legal drugs • Rules for safe storage • Finding risky items • Influence of friends and media • Immunisations
Healthy & Safer Lifestyles 16: Personal Safety	HSL16 PS	<p>How do I recognise my own feelings and communicate them to others? Which school/classroom rules are about helping people to feel safe? Can I recognise when my Early Warning Signs are telling me I don't feel safe? What qualities do trusted adults and trusted friends have? Who is on my personal network and how can I ask them for help? What could I do if I feel worried about a friendship or family relationship? What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? How can I decide if a secret is safe or unsafe? How can I keep safe online?</p>	<ul style="list-style-type: none"> • Identifying and communicating feelings • School/classroom rules • Early Warning signs • Identifying trusted adults • Personal networks • Safety continuum • Recognising and reporting unkind behaviour • Bodily autonomy • Personal boundaries • Safe, unsafe and unwanted touch • Safe and unsafe secrets • Online safety

<p>Myself and My Relationships 13: Managing Change</p>	<p>MMR13 MC</p>	<p>What changes have I and my peers already experienced and what might happen in the future? What helps me when I'm experiencing strong emotions due to loss or change? What strategies help me to thrive when my friendships change? How might I behave when I feel strong emotions linked to loss and change? How might people feel when loved ones or pets die, or they are separated from them for other reasons? What changes might people welcome and how can they plan for these?</p>	<ul style="list-style-type: none"> • Range of experiences of change • Positive changes • Emotions involved in loss and change • Taking responsibility for choices • Confidence in new situations • People I see, people I don't see • Bereavement
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YEAR 5

UNIT NAME	UNIT CODE	QUESTIONS	KEY THEMES
Myself and My Relationships 14: Beginning and Belonging	MMR14 BB	<p>What are my responsibilities for making sure everyone in school feels happy and safe?</p> <p>How can I take responsibility for building relationships in my school and how does this benefit us all?</p> <p>How might different people feel when starting something new and how can I help?</p> <p>How do we make people feel welcome and valued in and out of school?</p> <p>What helps me to be resilient in a range of new situations?</p> <p>Are there more ways I can get help now and how do I seek support?</p>	<ul style="list-style-type: none"> • Ground Rules / class charters • Responsibilities • Belonging • New experiences • Resilience • Managing emotions • Network of support • Online sources of support
Citizenship 11: Rights, Rules and Responsibilities	CIT11 RR	<p>What are the conventions of courtesy & manners and how do these vary?</p> <p>How does my behaviour online affect others & how can I show respect?</p> <p>Why is it important to keep my personal information private, especially online?</p> <p>How can I contribute to making and changing rules in school?</p> <p>How else can I make a difference in school?</p> <p>Are there places or times when I have to behave differently?</p> <p>What are the basic rights of children and adults?</p> <p>Why do we have laws in our country?</p> <p>How does democracy work in our community and in our country?</p> <p>What do councils, councillors, parliament and MPs do?</p> <p>Can I take part in a debate and listen to other people's views?</p>	<ul style="list-style-type: none"> • Courtesy, manners & respect • Online behaviour • Privacy • Ground rules/class charters • Children's rights • Conflicting rights & responsibilities • Rules and laws in society • Role of the police • Local and national democracy • Participation in class & school • School and class councils • Social and moral issues
Healthy & Safer Lifestyles 20: Sex and Relationships Education	HSL20 SR5	<p>What are male and female sexual parts called and what are their functions?</p> <p>How can I talk about bodies confidently and appropriately?</p> <p>What happens to different bodies at puberty?</p> <p>What might influence my view of my body?</p> <p>How can I keep my growing and changing body clean?</p> <p>How can I reduce the spread of viruses and bacteria?</p>	<ul style="list-style-type: none"> • Names of sexual parts • Puberty • Physical and emotional change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria
Myself and My	MMR17	Can I explain the differences between	<ul style="list-style-type: none"> • Friendship difficulties

Relationships 17 AB 5/6 Anti-Bullying	AB	<p>friendship difficulties and bullying? Can I define the characteristics and different forms of bullying? How do people use technology & social media to bully others and how can I help others to prevent and manage this? What do all types of bullying have in common? Might different groups experience bullying in different ways? How can people's personal circumstances affect their experiences? How does prejudice sometimes lead people to bully others? Can I respond assertively to bullying, online and offline? How might bullying affect people's mental wellbeing and behaviour? How and why might peers become colluders or supporters in bullying situations? Can I identify ways of preventing bullying in school and the wider community?</p>	<ul style="list-style-type: none"> • Defining bullying • Bullying relating to race/ religion/culture • Homophobic, biphobic & transphobic bullying • Cyberbullying • Physical, mental & emotional wellbeing • Peer influence • Bystanders/colluders • Responsive strategies • Assertiveness • Equality Act • Sources of support
E-safety - Me and My Online Identity	ENR ES	<p>What are some examples of how I use the internet, the services it offers, and how do I make decisions? What are the principles for my contact and conduct online, including when I am anonymous? How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? How might the media shape my ideas about various issues and how can I challenge or reject these? Can I explain some ways in which information and data is shared and used online? How can online content impact on me positively or negatively? What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these? What are some ways of reporting concerns and why is it important to persist in asking? Can I identify, flag and report inappropriate content?</p>	<ul style="list-style-type: none"> • Decision making • Positive contributions • Evaluating content • Information storage & sharing • Mental & physical wellbeing • Responsibilities • Reporting
Citizenship 9: Working Together	CIT9 WT	<p>What are my strengths and skills and how are they seen by others? What helps me learn new skills effectively? What would I like to improve and how can I achieve this?</p>	<ul style="list-style-type: none"> • Self-perception and self-evaluation • Developing skills • Steps towards goals • The world of work

		<p>How could my skills and strengths be used in future employment?</p> <p>What are some of the jobs that people do?</p> <p>How can I be a good listener to other people?</p> <p>How can I share my views effectively and negotiate with others to reach agreement?</p> <p>How can I persevere and help others to do so?</p> <p>How can I give, receive and act on sensitive and constructive feedback?</p>	<ul style="list-style-type: none"> • Effective communication • Chairing group discussions • Courtesy, negotiation & debate • Problem solving and perseverance • Influence of the media • Evaluation
<p>Healthy and Safer Lifestyles 23: Personal Safety</p>	<p>HSL23 PS</p>	<p>How do I recognise my own feelings and consider how my actions may affect the feelings of others?</p> <p>Can I use my Early Warning Signs to judge how safe I am feeling?</p> <p>How do I judge who is a trusted adult or trusted friend?</p> <p>How can I seek help or advice from someone on my personal network and when should I review my network?</p> <p>How could I report concerns of abuse or neglect?</p> <p>Can I identify appropriate & inappropriate or unsafe physical contact?</p> <p>How do I judge when it is not right to keep a secret and what action could I take?</p> <p>How can I recognise risks online and report concerns?</p> <p>What strategies can I use to assess risk and help me feel safer when I am feeling unsafe?</p>	<ul style="list-style-type: none"> • Recognising own feelings & considering others • Rights and responsibilities • Is my fun, fun for everyone? • Early Warning signs • Identifying trusted adults • Personal networks • Safety continuum • Recognising and reporting abuse or neglect • Bodily autonomy • Personal boundaries • Safe, unsafe, unwanted touch • Safe and unsafe secrets • Online safety • Protective interruption • Assessing risk
<p>Myself and My Relationships 15: My Emotions</p>	<p>MMR15 ME</p>	<p>How can we make mental wellbeing a normal part of daily life in the same way as physical wellbeing?</p> <p>What does it mean to have a 'strong sense of identity' & 'self-respect'?</p> <p>What can I do to boost my self-respect?</p> <p>How do I manage strong emotions?</p> <p>How can I judge if my own feelings and behaviours are appropriate & proportionate?</p> <p>How do I recognise how other people feel and respond to them?</p> <p>What is loneliness and how can we manage feelings of isolation?</p> <p>How common is mental ill health and what self-care techniques can I use?</p> <p>What kinds of problems can be caused by impulsive online communication?</p> <p>How and from whom do I get support when things are difficult?</p>	<ul style="list-style-type: none"> • Mental health • Self-respect & identity • Feelings, thoughts, behaviour • Recognising strong feelings • Loneliness • Empathy • Networks of support

YEAR 6

UNIT NAME	UNIT CODE	QUESTIONS	KEY THEMES
Myself and My Relationships 16: Family and Friends	MMR16 FF	<p>What are the characteristics of healthy friendships on and offline and how do they benefit me?</p> <p>How do trust and loyalty feature in my relationships on and offline?</p> <p>What are the benefits and risks of making new friends, including those I only know online?</p> <p>Can I always balance the needs of family & friends & how do I manage this?</p> <p>Can I communicate, empathise & compromise when resolving friendship issues?</p> <p>How can I check that my friends give consent on and offline?</p> <p>How do people in my family continue to support each other as things change?</p> <p>Who are in my networks, on & offline, and how have these, changed and how do we support each other?</p>	<ul style="list-style-type: none"> • Healthy friendships • Trust • Loyalty • Empathy • Compromise • Consent • Changing networks • Family support • Influences and pressures • Cooperation • Networks of support • Online communities
Healthy & Safer Lifestyles 18: Managing Risk	HSL18 MR	<p>When might it be good for my mental health for me to take a risk?</p> <p>What are the possible benefits and consequences of taking physical, emotional and social risks?</p> <p>When am I responsible for my own safety as I get older and how can I keep others safer?</p> <p>How can I safely get the attention of a known or unknown adult in an emergency?</p> <p>Can I carry out basic first aid in common situations, including head injuries?</p> <p>What are the benefits of cycling and walking on my own and how can I stay safer?</p> <p>How can being outside support my wellbeing & how do I keep myself safe in the sun?</p> <p>What are the benefits of using public transport and how can I stay safe near railways?</p> <p>How can I prevent accidents at school and at home, now that I can take more responsibility?</p>	<ul style="list-style-type: none"> • Personal responsibility for safety • Risk reduction strategies • Getting help • Sources of support • Basic first aid • Road safety • Sun safety • Cycle safety • Railway safety • Electrical safety • Health and safety rules in school • Preventing a wider range of accidents
Citizenship 10: Diversity and Communities	CIT10 DC	<p>How do other people's perceptions, views and stereotypes influence my sense of identity?</p> <p>How do views of gender affect my identity, friendships, behaviour & choices?</p>	<ul style="list-style-type: none"> • Self-perception and self-evaluation • Developing skills • Steps towards goals • The world of work

		<p>What are people's different identities, locally and in the UK?</p> <p>How can I show respect to those with different lifestyles, beliefs & traditions?</p> <p>What are the negative effects of stereotyping?</p> <p>Which wider communities & groups am I part of & how does this benefit me?</p> <p>What are voluntary organisations and how do they make a difference?</p> <p>What is the role of the media and how does it influence me and my community?</p> <p>Who cares for the wider environment and what is my contribution?</p>	<ul style="list-style-type: none"> • Effective communication • Chairing group discussions • Courtesy, negotiation & debate • Problem solving and perseverance • Influence of the media • Evaluation
<p>Healthy & Safer Lifestyles 21: Healthy Lifestyles</p>	<p>HSL21 HL</p>	<p>How does physical activity help me & what might be the risks of not engaging in it?</p> <p>What could characterise a balanced or unbalanced diet and what are the associated benefits and risks?</p> <p>What are the different aspects of a healthy lifestyle and how could I become healthier?</p> <p>What are the factors influencing me when I'm making lifestyle choices and how might these change over time?</p> <p>What might be the signs of physical illness and how might I respond?</p> <p>What are the benefits and risks of spending time online/on electronic device in terms of my physical and mental health?</p> <p>Why are online apps and games age restricted?</p>	<ul style="list-style-type: none"> • Eat well Guide • Nutritional content • Portion sizes • Meal planning • Sleep hygiene • Dental health • Health as a continuum • Risks & benefits of lifestyle choices • Physical illness • Gaming/social media age restrictions
<p>Healthy and Safer Lifestyles 24: Sex and Relationships Education</p>	<p>HSL24 SR6</p>	<p>What are different ways babies are conceived and born? (Sex Education)</p> <p>What effect might puberty have on people's feelings and emotions?</p> <p>How can my words or actions affect how others feel, and what are my responsibilities?</p> <p>What should adults think about before they have children?</p> <p>Why might people get married or become civil partners?</p> <p>What are different families like?</p>	<ul style="list-style-type: none"> • Human lifecycle • Sexual reproduction • Changing emotions and relationships • Responsibility for others • Love and care • Marriage & civil partnership • Families
<p>Myself and My Relationships 18: Managing Change</p>	<p>MMR18 ME</p>	<p>What positive and negative changes might people experience?</p> <p>How do people's emotions evolve over time as they experience loss and change?</p> <p>How can I manage the changing influences and pressures on my friendships and relationships?</p> <p>What different strategies do people use to manage feelings linked to loss and change and how can I help?</p> <p>How might people whose families change</p>	<ul style="list-style-type: none"> • Range of changes • Emotions • Strategies for change • Supporting others • School/phase transition

		<p>feel?</p> <p>When might change lead to positive outcomes for people?</p> <p>What positive and negative changes have I experienced and how have these experiences affected me?</p> <p>What strategies will help me to thrive when I move to my next school?</p>	
<p>Healthy and Safer Lifestyles 22: Drug Education</p>	<p>HSL22 DE</p>	<p>What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them?</p> <p>How does drug use affect the way a body or brain works?</p> <p>How do medicines help people with different illnesses?</p> <p>What immunisations have I had or may I have in future and how do they keep me healthy?</p> <p>What is drug misuse?</p> <p>What are some of the laws about drugs?</p> <p>When and how should I check information about drugs?</p>	<ul style="list-style-type: none"> • Effects of drug use • Essential use of medicines • Drug misuse • Staying safe around risky substances • Influence of friends and media • Reliability of information • Immunisations
<p>Financial Capability</p>	<p>EWC FC</p>	<p>What different ways are there to gain money?</p> <p>What sort of things do adults need to pay for?</p> <p>How can I afford the things I want or need?</p> <p>How can I make sure I get 'value for money'?</p> <p>Why don't people get all the money they earn?</p> <p>How is money used to benefit the community or the wider world?</p> <p>What is poverty?</p>	<ul style="list-style-type: none"> • Earnings and deductions • Wants and needs • Range of jobs • Budgeting • Debt and credit • Financial planning (including insurance and pensions) • Making choices • Managing feelings about money • Poverty • Role of charities

Appendix 3 – Routes to Resilience Progression Grid

See Highlighted Words for which words should be introduced in which year group.

Key Stage Two should be using all 30 words.

	Taking Responsibility	Being Kind and Supportive	Working Collaboratively	Thinking ambitiously	Showing determination	Showing Empathy
Foundation	I made the right choices.	I showed kindness	I worked with others	I tried my best	I didn't give up	I looked after others
Year 1	I made the right choices. Concentration Listening	I showed kindness Kindness Friendship	I worked with others Teamwork Encouragement	I tried my best Independence Questioning	I didn't give up Perseverance	I looked after others
Year 2	Concentration Honesty Self-control Listening Enthusiasm	Kindness Peace Friendship Gratitude Patience	Inclusiveness Cooperation Teamwork Encouragement	Independence Curiosity Creativity Questioning	I didn't give up Self Esteem Perseverance Reasoning	I look after others Respect
Year 3 Year 4	Concentration Honesty	Kindness Peace	Inclusiveness Cooperation	Risk-Taking Optimism	Relish Improvement	Ask above
Year 5 Year 6	Self-control Listening Enthusiasm	Friendship Gratitude Patience	Teamwork Encouragement	Independence Curiosity Creativity Questioning	Resilience Self Esteem Perseverance Reasoning	Good humour Empathy Compassion Respect