

# Leading Learning Trust – Relationships, Sex and Health Education Policy

This Subject Policy applies to Portway  
Primary School

<b>Date reviewed/initiated:</b>	March 2020
<b>Reviewed by:</b>	Leadership team
<b>Next review planned for:</b>	October 2023
<b>Policy ratified by Trust Board (as per Scheme of Delegation):</b>	June 2021



Leading  
Learning Trust



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## 1. OVERVIEW OF THE POLICY MANAGEMENT PROCESS

### 1.1. Document history

Date	Document title	Version
October 2016	Initial release as a policy separately applicable to Portway Primary School and to Portway Primary School	1.0
March 2020	Comprehensive review undertaken further to the release of new guidance in September 2019, and further to detailed consultation.	2.0
May 2021	Submitted to the Trust Board for approval, further to the conclusion of the consultation process	2.0

### 1.2. Review and approval

The Leading Learning Trust trustees have overall responsibility for the policy.

The CEO is responsible for the operation of the policy within the schools, as well as for the maintenance of a record of concerns raised in accordance with this policy and the outcomes.

This policy is reviewed every 3 years by the School Leadership Team, and is then ratified by the Trust Board.



## **2. THE POLICY**

### **2.1. Introduction**

The purpose of this policy is to explain the aims of Relationships, Sex and Health Education (RSHE). This policy helps to ensure that the whole school community, parents, staff, governors and pupils have a shared understanding of this area of the curriculum. Effective RSHE can make a significant contribution to the development of the personal skills needed by children to form and maintain good, sound and lasting relationships. It also helps children to make well informed decisions about their own choices, health and wellbeing.

### **2.2. Aims and objectives of RSHE**

It is the intention of Portway Primary School to teach high quality, age appropriate, pupil-sensitive, evidence-based RSHE, that demonstrates a respect for the law and all communities that call Newham home. It is expected that RSHE in Portway Primary School will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSHE is such an important part of the curriculum.

Details of the long term objectives of this curriculum are available in [Appendix 5 to this document](#).

### **2.3. Statutory content: RHE**

By law, primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at Portway Primary School we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have annual meetings with parents/carers to present our RSHE curriculum as well as hear from parents/carers about any concerns or questions they have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

### **2.4. National Curriculum Science**

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals (including humans) and plants.



A detailed overview of the objectives of the complete Primary National Curriculum Science Education curriculum is provided in [Appendix 2 to this Policy](#).

**There continues to be no right to withdraw children from national curriculum science.**

## **2.5. Health Education (Physical Health and Mental Wellbeing)**

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty will be covered as part of the year 4 and year 5 RSHE curriculum. Menstruation will be covered as part of the year 5 and year 6 RSHE curriculum, in the summer term of the academic year in both cases.

A detailed overview of the objectives of the complete Primary Health Education curriculum is provided in [Appendix 3 to this Policy](#).

**There is no right to withdraw children from Health Education.**

## **2.6. Relationships Education**

The focus in primary schools will be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based; age and culturally appropriate; based in the law and sensitive to the needs of pupils.

A detailed overview of the objectives of the complete Primary Relationships Education curriculum is provided in [Appendix 4 to this Policy](#).

**There is no right to withdraw children from Relationships Education.**

## **2.7. Safeguarding**

Safeguarding is an important aspect of all lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy.

## **2.8. Non-statutory RSHE**

The Government and local advisors strongly recommend, and Portway Primary School has decided to teach Sex Education beyond that taught within the science curriculum. The



school will be teaching about 'how a baby is conceived and is born' in Year 6 following on from the national science curriculum, which teaches about sexual reproduction in mammals in Year 5. Sex education at Portway Primary School will be taught by trained staff in an age appropriate and sensitive way and we believe will help to ready children for their move to secondary school.

### **2.8.1. Right of parents/carers to withdraw children from non-statutory RSHE**

Parents/carers have a right to withdraw their children from non-statutory RSHE, i.e. 'how a human baby is conceived and is born', following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. In advance of this meeting, families are requested to send a letter (or email) to the Head teacher, outlining their concerns. The school will document this process.

## **2.9. Equality**

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).

The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.

Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our Relationships Education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep Portway Primary School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

### **2.10. RSHE delivery**

RSHE will be taught as a weekly lesson lasting 45 minutes. RSHE will also be taught through other areas of the curriculum including science, physical and religious education. Curriculum subject content will also be covered by school events such as Anti-Bullying Week and Children's Mental Health Week. All lessons will be delivered by class teachers. Class teachers will have training to prepare them for delivering the content of the lessons. In some instances, content will be delivered by the school nurse or an external provider.

### **2.11. Answering difficult questions**

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE objectives are taught without bias. Topics are presented using



a variety of views and beliefs so that pupils can form their own, informed opinions but also respect others that may have a different opinion. Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and may be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the RSHE curriculum leader or Designated Safeguarding Team if they are concerned.

## **2.12. Monitoring, evaluation and assessment**

To ensure that the teaching and learning in RSHE in our school is of the highest standard, it will be monitored by our RSHE curriculum leader and the Leadership Team. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observations, sampling teachers' planning and feedback from parents. The effectiveness of the RSHE programme will be evaluated by assessing children's learning and implementing change if required.

## **2.13. Resources**

The school will draw from a number of educational resources, including, but not limited to: Jigsaw 3-11 scheme of learning, NSPCC and PSHE Association resources.

It is the role of the RSHE curriculum leader to ensure that the resources used in all lessons:

- Reflect the needs and ages of pupils.
- Reflect the cultural diversity of the school community.
- Are reviewed and updated when this policy is revised.

## **2.14. RSHE curriculum leader**

It is the aim of Portway Primary School to provide all our pupils with high quality, pupil sensitive, evidence based and age and developmentally appropriate RSHE that is sensitive to our pupils' background and needs. If there are any questions about the content of the curriculum, then please contact the RSHE curriculum leader or Head teacher for clarification.

*Developed from materials shared with Jo Sell from Tower Hamlets LA and used with permission*

*Approved by: Newham LA; Newham SACRE, NAPNH and NASH*

*Prepared in consultation with: [see Appendix 1](#)*



## 2.15. Appendix 1 - Groups and individuals consulted in the review of this Policy further to new government guidance

<i>Young people's sexual health services</i>
<i>Parents/Carers: consultation with over 30 governors who are Newham parents/carers</i>
<i>LGBT+ community: Individuals, groups and teachers who identify as LGBT+</i>
<i>Councilors: Briefing and consultation with over 30</i>
<i>Teachers: 80+ attended training, 55+ attended Network Meetings</i>
<i>Other boroughs: Birmingham, Redbridge and Tower Hamlets RSE leads</i>
<i>Governors &amp; trustees: approximately 130 attended training at Education Space on RSHE</i>
<i>Faith groups: 20 Survey Monkey responses and meeting held with 30 Imams</i>
<i>SACRE: 19 different individuals representing Muslims (Sunni and Shia), Christians , Catholic and protestant, Hindus, Buddhists, Jews, Sikhs and Humanists</i>
<i>Pupils: carried out in December with three primary and three secondary schools, involving approximately 130 pupils</i>
<i>SEND educational services</i>
<i>DfE and Ofsted</i>
<i>Head Teachers including Nursery Head Teachers</i>





## **2.16. Appendix 2 - National Curriculum Science Education in the RSE Curriculum**

### **2.16.1. 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.

### **2.16.2. 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 and mammals
- Describe the changes as humans develop to old age

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



## 2.17. Appendix 3 - Overall objectives of the Physical Health and Mental Wellbeing Curriculum

<b>Mental wellbeing</b>	<ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.<ul style="list-style-type: none"><li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li></ul></li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li><li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ul>
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<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<p><b>Physical health and fitness</b></p>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<p><b>Healthy eating</b></p>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>



<p><b>Drugs, alcohol and tobacco</b></p>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<p><b>Health and prevention</b></p>	<p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <ul style="list-style-type: none"> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<p><b>Basic first aid</b></p>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<p><b>Changing adolescent body</b></p>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>



## 2.18. Appendix 4 - Overall objectives of the Relationships Education Curriculum

<p><b>Families and people who care for me</b></p>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>



<p><b>Respectful relationships</b></p>	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in the wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> </ul>
<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>



	<ul style="list-style-type: none"><li>• where to get advice e.g. family, school and/or other sources.</li></ul>
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## 2.19. Appendix 5 - RSHE - overview of the Primary Curriculum

### Long term overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Being Me in my World	Celebrating Difference	Dreams and Goals	Consolidation	Relationships	Changing Me
<b>Year 1</b>	Being Me in my World	Celebrating Difference	Dreams and Goals	Consolidation	Relationships	Changing Me
<b>Year 2</b>	Being Me in my World	Celebrating Difference	Dreams and Goals	Consolidation	Relationships	Changing Me
<b>Year 3</b>	Being Me in my World	Celebrating Difference	Dreams and Goals	Consolidation	Relationships	Changing Me
<b>Year 4</b>	Being Me in my World	Celebrating Difference	Dreams and Goals	Consolidation	Relationships	Changing Me
<b>Year 5</b>	Being Me in my World	Celebrating Difference	Dreams and Goals	Consolidation	Relationships	Changing Me
<b>Year 6</b>	Being Me in my World	Celebrating Difference	Dreams and Goals	Consolidation	Relationships	Changing Me

### Medium term overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>Being Me in my World</b> Self Identity Understanding feelings Being in a classroom Being gentle Rights and Responsibilities	<b>Celebrating Difference</b> Identifying talents Being special Families Where we live Making friends Standing up for yourself	<b>Dreams and Goals</b> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	<b>Consolidation</b>	<b>Relationships</b> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	<b>Changing Me</b> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Year 1</b>	<b>Being Me in my World</b> Feeling special and safe Being part of a class Rights and Responsibilities Rewards and feeling proud Consequences Owning the learning charter	<b>Celebrating Difference</b> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	<b>Dreams and Goals</b> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	<b>Consolidation</b>	<b>Relationships</b> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self acknowledgement Being a good friend to myself Celebrating special relationships	<b>Changing Me</b> Life cycles - animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change transition
<b>Year 2</b>	<b>Being Me in my World</b> Hopes and fears for the year Rights and Responsibilities Rewards and	<b>Celebrating Difference</b> Assumptions and stereotypes about gender Understanding bullying Standing up for self and	<b>Dreams and Goals</b> Achieving realistic goals Perseverance Learning strengths Learning with others Group co operating Contributing to and	<b>Consolidation</b>	<b>Relationships</b> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation	<b>Changing Me</b> Life cycles in nature Growing from young to old Increasing independence Differences in female

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	<p>consequences Safe and afir learning environment Valuing contributions Choices Recognising feelings</p>	<p>others Making new friends Gender diversity Celebrating difference and remaining friends</p>	<p>sharing success</p>		<p>Expressing appreciation for special relationships</p>	<p>and male bodies (correct terminology) Assertiveness Preparing for transition</p>
<b>Year 3</b>	<p><b>Being Me in my World</b> Setting personal goals Self identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p><b>Celebrating Difference</b> Families and their differences Family conflict and how to manage it (child centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p><b>Dreams and Goals</b> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p>	<b>Consolidation</b>	<p><b>Relationships</b> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p>	<p><b>Changing Me</b> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p>
<b>Year 4</b>	<p><b>Being Me in my World</b> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision making Having a voice What motivates behavior</p>	<p><b>Celebrating Difference</b> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem solving Identifying how special and unique everyone is First impressions</p>	<p><b>Dreams and Goals</b> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<b>Consolidation</b>	<p><b>Relationships</b> Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p><b>Changing Me</b> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>
<b>Year 5</b>	<p><b>Being Me in my World</b> PLanning the forthcoming year</p>	<p><b>Celebrating Difference</b> Cultural differences and how they can cause</p>	<p><b>Dreams and Goals</b> Future dreams The importance of money jobs and careers</p>	<b>Consolidation</b>	<p><b>Relationships</b> Self recognition and self worth Building self-esteem</p>	<p><b>Changing Me</b> Being unique Having a baby Girls and puberty</p>

	<p>Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p>	<p>conflict Racism Rumours and name calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Dream job and hot to get there Goals in different cultures Supporting others (charity) motivation</p>		<p>Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules</p>	<p>Confidence in change Accepting change Preparing for transition Environmental change</p>
<b>Year 6</b>	<p><b>Being Me in my World</b> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice anti -social behaviour Role modelling</p>	<p><b>Celebrating Difference</b> Perceptions of normality Understanding disability Power struggles Understanding bullying inclusion/exclusion Differences as conflict, difference as celebration empathy</p>	<p><b>Dreams and Goals</b> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<b>Consolidation</b>	<p><b>Relationships</b> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p><b>Changing Me</b> Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibly Coping with change Preparing for transition Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent boyfriends/girlfriends Sexting Transition</p>