



Policy Document

Policy Document	
Subject	Relationships & Sex Education (RSE)
Approval Date July 2019	Review Date July 2022
Signed by:	Written by: School
Name:	R Wild
Role:	PSHCE Leader

Relationships and Sex Education Policy

Introduction

Ashwell Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the Department for Education guidance for Relationships Education, Relationships and Sex Education and Health Education (statutory from September 2020).

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Ashwell Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, governors, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Our PSHCE subject leader pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – school teaching staff were involved in the review of the curriculum and guidance, and given the opportunity to input into the formulation of the policy.
3. Pupil consultation – we investigated what pupils want from their RSE

4. Parent/stakeholder consultation – we investigated what parents wanted from our RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual orientation or activity.

5. Curriculum

The RSE curriculum runs alongside and interweaves with the Science, RE, PE and Computing curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Our **Sex education** closely follows the Science curriculum.

In Early Years Foundation Stage, children learn about life cycles, and through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

In addition to the Science curriculum, by the end of Key Stage 2 we teach the children:

- About the parts of the body and how they work.
- What will happen to their bodies during puberty.

- What menstruation is
- How babies are conceived and born
- About sex as a form of loving expression and self-exploration
- The law regarding sexual relationships
- About falseness of images in media and online

We have developed the curriculum in consultation with parents, pupils and staff, taking into account, the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

Our curriculum is communicated to parents via curriculum maps which are sent out each September and published on our website, and more detail is then given in termly newsletters.

6. Delivery of RSE

RSE is taught within the personal, social, health and citizenship education (PSHCE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and computing. It is taught by class teachers, but occasionally outside speakers may be invited to support the delivery of the curriculum, e.g. school nurses. Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

6.1 Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

6.2 Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may refer to sexuality as a way to harass or bully other pupils, and use labels associated with this which can lead to stigmatisation. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

6.3 Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

6.4 Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

6.5 Confidentiality

Teachers conduct sex education lessons in a sensitive manner. If a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of physical, sexual or emotional abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, who will follow our safeguarding policy.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

6.6 Pupils questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

7. Roles and responsibilities

7.1 The governing body

The Achievement and Pupil Welfare committee of the governing body will approve the RSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for:

- Ensuring that parents and staff are informed about our RSE policy
- Ensuring the policy is implemented effectively.
- Ensuring that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitoring this policy on a regular basis and reports to governors on the effectiveness of the policy.

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSE policy
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from those aspects of Sex and Relationship education, not included in the Science curriculum. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education
- Parents should arrange a meeting with the headteacher if they wish to consider withdrawing their child from aspects of sex education
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

The delivery of RSE throughout the school is monitored by Mrs Rebecca Wild, PSHCE Leader and Inclusion Leader, through planning scrutiny, work sampling, and speaking to pupils.

This policy will be reviewed by the Achievement and Pupil Welfare Committee every 3 years.

Ashwell School

PSHCE Curriculum Scheme of Work

Updated June 2019 re: new government statutory guidance

This curriculum has been designed using guidance from the PSHE Association (2013). It has been organised into terms and where possible, linked to topics covered in that year group. Some of these objectives are ongoing and covered in day-to-day discussions with the children. It may be necessary to cover some of these objectives when an opportunity presents itself e.g. family bereavement.

PSED Curriculum 2019-20

EYFS

Themes	30-50 Months	40-60 Months
Making Relationships	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>• <u>Early Learning Goal</u> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help 	<ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities <p>• <u>Early Learning Goal</u> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
Managing Feelings and Behaviour	<ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. 	<ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>• <u>Early Learning Goal</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>

Themes	Objectives
Health and Wellbeing	<p>My body:</p> <ul style="list-style-type: none"> • The similarities and differences between boys and girls. • The names of the main parts of the body, to include genitals. • That each person’s body belongs to them, and the difference between appropriate and inappropriate or unsafe physical, or other, contact. <p>Health and disease:</p> <ul style="list-style-type: none"> • How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others • About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of hand washing. • About immunisations • That household products, including medicines, can be harmful if not used properly <p>Emotional health and wellbeing:</p> <ul style="list-style-type: none"> • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about emotions that all humans experience in relation to different experiences and situations.
Families and people who care for me	<ul style="list-style-type: none"> • That families are important for children growing up because they give love, security and stability. • To identify their special people (family, friends, carers), what makes them special and how these people should care for one another • About people who look after them, their family networks, who to go to if they are worried and how to attract their attention • How to respond safely and appropriately to adults they may encounter who they don’t know.
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • to recognise how their behaviour affects other people- positive and negative • to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) • to recognise what is fair and unfair, kind and unkind, what is right and wrong • What sort of boundaries are appropriate in friendships

Respectful relationships	<ul style="list-style-type: none"> ● To understand and respect the differences and similarities between people <ul style="list-style-type: none"> - define similarity and difference - understand that boys and girls can both do the same tasks and enjoy the same things but that stories, TV and people sometimes say that boys do this and girls do that.
Living in the Wider World	<ul style="list-style-type: none"> ● To help construct, and agree to follow a class charter and to learn their rights and how to respect them ● That they belong to various groups and communities such as family and school ● That money comes from different sources and can be used for different purposes, including the concepts of spending and saving

Themes	Objectives
Health and Wellbeing	<p>Keeping healthy:</p> <ul style="list-style-type: none"> • What constitutes a healthy lifestyle including the benefits of healthy eating and dental health • That mental wellbeing is a normal part of daily life, in the same way as physical health. • What constitutes a healthy diet (including understanding calories and nutritional content). • The characteristics of a poor diet and risks associated with unhealthy eating (including, e.g. obesity) and other behaviours. • To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of a balanced diet <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The risks associated with an inactive lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this, e.g. daily mile. • About dental health and the benefits of good dental health, including visits to the dentist. <p>Growing and changing:</p> <ul style="list-style-type: none"> • About the process of growing young to old and how people’s needs change • About growing and changing and new opportunities and responsibilities that increasing independence may bring • To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals • About change and loss and the associated feelings (including moving home, losing toys, pets or friends)
Caring friendships	<ul style="list-style-type: none"> • About different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help. • That there are different types of teasing and bullying, that these are wrong and unacceptable • To communicate their feelings to others, to recognise how others show feelings and how to respond • That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • To recognise when people are being unkind to them or others, how to respond, who to tell and what to say • How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get their help
Respectful relationships	<ul style="list-style-type: none"> • To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • The importance of permission seeking and giving in relationships with friends, peers and adults. • The importance of respecting others, even when they are very different from them (physically, in character, personally or backgrounds) or

	<p>make different choices or have different preferences or beliefs.</p> <ul style="list-style-type: none"> • That in school and in 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 position of authority.
Living in the Wider World	<ul style="list-style-type: none"> • To help construct, and agree to follow a class charter and to understand their rights and how to respect them • What improves and harms their local, natural and built environments and about some of the ways people look after them • About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices • That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)

Themes	Objectives
Health and Wellbeing	<p>Health and safety:</p> <ul style="list-style-type: none"> • School rules about health and safety, basic emergency aid procedures, where and how to get help • About people who are responsible for helping them stay healthy and safe and ways that they can help these people • How to make a clear and efficient call to emergency services if necessary. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <p>Emotional health and wellbeing:</p> <ul style="list-style-type: none"> • 5 ways to wellbeing • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental health wellbeing and happiness. • Simple self-care techniques including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. • The importance of self-respect and how this links to their own happiness.
Families and people who care for me	<ul style="list-style-type: none"> • 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. • That stable, caring relationships which may be of different types, are at the heart of different families, and are important for children's security as they grow up. • That other's families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care for them, to include single parent family, same-sex parent family, adopted family etc. • That marriage or civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<ul style="list-style-type: none"> • The characteristics of friendships, including respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. • 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

	<p>strengthened, and that resorting to violence is never right.</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • The importance of permission seeking and giving in relationships with friends, peers and adults.
Living in the Wider World	<ul style="list-style-type: none"> • That there are different kinds of responsibilities, rights and duties at school • to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people • to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

Themes	Objectives
Health and Wellbeing	<p>Keeping safe – risks and habits</p> <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including a focus on smoking. • what is meant by the term ‘habit’ and why habits can be hard to change (bad habits and addictions) • To differentiate between the terms ‘risk’, ‘danger’ and ‘hazard’ • To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience • Strategies for keeping safe – road safety. <p>Puberty</p> <ul style="list-style-type: none"> • Physical changes associated with puberty <ul style="list-style-type: none"> - Define puberty, know that it happens differently for everyone and begins and ends at different times - The way they change throughout the human lifecycle - Understand that body changes at puberty are linked to human reproduction. • Learn about the impact of puberty on physical hygiene and develop strategies for managing this. (hair growth, body odour, body shapes, voice) • How puberty effects emotions and behaviour, and strategies for dealing with the changes associated with puberty.
Internet safety and harms	<ul style="list-style-type: none"> • That bullying (and cyber bullying) has a negative and often lasting impact on mental wellbeing. • That for most people the internet is an integral part of life and has many benefits. • About the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others’ mental wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. • Why social media, some computer games and online gaming for example, are age restricted. • 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.
Respectful relationships	<ul style="list-style-type: none"> • That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See ‘protected characteristics’ in Equality Act 2010)

	<ul style="list-style-type: none"> • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) • Can recognise and challenge stereotyping with confidence. • Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes present different stereotypes.
Living in the Wider World	<ul style="list-style-type: none"> • What being part of a community means, and about the varied institutions that support communities locally and nationally • To think about the lives of people living in other places and people with different values and customs • To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

Themes	Objectives
Health and Wellbeing	<p>Keeping safe/ peer pressure:</p> <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including a focus on alcohol and drug abuse. • To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong <p>Puberty:</p> <ul style="list-style-type: none"> • How their body will change as they approach and move through puberty • Understand menstruation and wet dreams • Emotional changes as go through puberty <p>Human Reproduction</p> <ul style="list-style-type: none"> • Learn about human reproduction in the context of the human life-cycle <ul style="list-style-type: none"> - Can describe how babies are made, including the relationship between sexual intercourse and conception - Name the male and female sex cells and reproductive organs.
Internet safety and harms	<ul style="list-style-type: none"> • Safety online (including social media, the responsible use of ICT and mobile phones) • The importance of protecting information, including passwords, addresses and images
Respectful Relationships	<ul style="list-style-type: none"> • Know the importance of permission-seeking and giving in relationships with friends, peers and adults. • To judge what kind of physical contact is acceptable or unacceptable and how to respond • That sexuality is expressed in a variety of ways between consenting adults • Know that sexual intercourse may be one part of a sexual relationship
Living in the Wider World	<ul style="list-style-type: none"> • To help construct, and agree to follow a class charter and to understand their rights and how to respect them • Understand what makes a product 'Fairtrade'. • Why and how rules and laws that protect themselves and others are made and enforces, why different rules are needed in different situations and how to take part in making and changing rules • About enterprise and the skills that make someone 'enterprising'

Themes	Objectives
Health and Wellbeing	<p>Emotional health and wellbeing:</p> <ul style="list-style-type: none"> • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • 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). • How to ask for advice for self and others and to keep trying until they have been heard, including having the vocabulary and confidence to report concerns or abuse. • To know that it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible. • To recognise how images in the media do not always reflect reality and can affect how people feel about themselves • To understand the effects of alcohol and drug abuse on mental health. • To know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. <p>Keeping safe:</p> <ul style="list-style-type: none"> • About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement • To recognise that increased independence brings increased responsibility to keep themselves and others safe • That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media
Internet safety and harms	<ul style="list-style-type: none"> • 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.
Caring friendships	<ul style="list-style-type: none"> • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.
Respectful Relationships	<ul style="list-style-type: none"> • The concept of “keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’

	<ul style="list-style-type: none"> • To be aware of different types of relationship, including those between friends, families, civil partnerships and marriage • Learn what values are important to them in relationships • Appreciate the importance of friendship in intimate relationships • Know where to find support and advice when they need it <p>Sexual relationships:</p> <ul style="list-style-type: none"> • Sex as form of loving expression including self-exploration • Consent • Healthy relationships, including controlling relationships. • Falseness of sexual images in media/ pornography, myths. • The law • Learn to answer each other's questions about sex and relationships with confidence
Living in the Wider World	<ul style="list-style-type: none"> • That there are different kinds of responsibilities, rights and duties at home, school, in the community and towards the environment • About the role money plays in their own and other's lives, including how to manage their money and about being a critical consumer • To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' • To realise the consequences of anti-social and aggressive behaviours