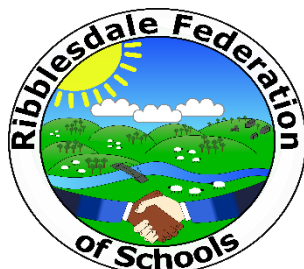


# Ribblesdale Federation of Schools

Do Everything in Love (1 Corinthians 16:14)



## Personal, Social, Health and Economic (PSHE) Education Policy incorporating Relationships and Sex Education (RSE)

Document Status			
Date of policy creation/review	Reasons for review	Date of adoption by the Governing Board	Date of next review
Signed and dated: 11.03.24			
Executive Headteacher	<i>C. Maddock</i>	Chair of Governors	<i>John Bradley</i>

**The Ribblesdale Federation of Schools**  
**Personal, Social, Health and Economic (PSHE) Education Policy**  
**incorporating Relationships and Sex Education (RSE)**

**Introduction**

Personal, social, health and economic (PSHE) education helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences. All of which incorporates the context of our schools and the surrounding area.

**Statutory requirements**

This policy has been developed from statutory guidance from the Department for Education, issued under Section 80A of the Education Act 2002 and from The Relationships Education, Relationships and Sex Education, and Health Education Regulations 2019. The revised Department for Education statutory guidance states that from September 2021, all schools must deliver statutory Relationships Education in primary schools.

The government wants pupils to be able “to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.” The 13 areas of learning under the statutory guidance are;

- Families and People Who Care for Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe
- Internet Safety and Harms
- Health and Prevention
- The Changing Adolescent Body
- Physical Health and Fitness
- Basic First Aid
- Drugs, Alcohol and Tobacco
- Mental Wellbeing
- Healthy Eating

**Our Federation Values/ Ethos**

Our ethos and values support a safe learning environment for PSHE and RSE, which will reflect the values of the school.

- An awareness, understanding and respect for self, including self-confidence and self-esteem
- An awareness and respect for others and their views
- Taking responsibility for choices and actions
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect
- The development of relationships based on mutual understanding and trust
- Develop a regard for family life, friends and the wider community

The policy is based on DfE guidance from 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' February 2019.

The policy has also been informed by:

- Education Act 1996
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance RSE for the 21st century
- Keeping Children Safe in Education – statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- The Equality and Human Rights Commission Advice and Guidance
- SEND Code of Practice 0-25 years (statutory guidance)

## **Keeping Children Safe in Education 2023**

### **Opportunities to teach safeguarding.**

129. Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities.

130. In schools, relevant topics will be included within Relationships Education and Health Education. In teaching these subjects, schools must have regard to the statutory guidance.

131. Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life.

These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle, at an age-appropriate stage, issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and what constitutes sexual harassment and sexual violence and why these are always unacceptable

In addition, the PSHE Leader will work with the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSL) to ensure anything that arises on the schools electronic safeguarding system (CPOMS) in relation to individual pupils, classes, schools, or the whole federation is considered when planning the PSHE and RSE curriculum.

### **Rationale and Ethos**

The Ribblesdale Federation of Schools consider that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic Education (PSHE) and is linked to 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.

We also believe that RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and in the wider society. It should prepare pupils for the opportunities, responsibilities and experience of adult life.

We want our Relationships Education to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts including online. It is a vital part of

our safeguarding duty to ensure that children recognise what makes a relationship healthy, and what to do if they feel it is unhealthy. Teaching about mental wellbeing is central to this, especially as children's happiness is a priority. We acknowledge that young people are increasingly experiencing challenges. We believe that Relationships Education will give children the knowledge and capability to take care of themselves and receive support if problems arise.

We are very aware that for many children the distinction between the online world and real life is less marked than for many adults. They often operate freely in the online world and some spend a substantial amount of time online. As part of our Relationships Education we will take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions. We will educate pupils to see the good in the benefits of the internet and social media, but also to use them discriminately. Keeping safe online will play a major part in our teaching.

In line with SIAMS expectations, for our church school, we have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to other.

### **Definition and objectives for RSE**

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and others' attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

### ***RSE is not about the promotion of sexual activity.***

The objective of RSE is life-long learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. RSE is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health and to enable pupils to take responsibility for their sexual health and well-being.

### **Delivery of RSE and the Curriculum**

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum. Many aspects are taught through cross-curricular links and as part of everyday class activities. At The Ribblesdale Federation, we follow the Kapow Primary scheme of work for Reception to Year 6.

At The Ribblesdale Federation, we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, for example, through teaching about different types of family, including those with same sex parents.

**Pupils, parents/carers, teachers and governors have all been consulted in the design of our PSHE and RSE programme of study and will have regular updates.**

### **Objectives**

The aims of PSHE and RSE at The Ribblesdale Federation are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships,
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- 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

### **PSHE curriculum planning:**

The school has its own PSHE pathway, which is based on Kapow Primary. Kapow is a comprehensive PSHE programme for the whole primary school from Early Years through to Year 6. Kapow is designed as a whole school approach, covering different topics. To see this in more detail, see Appendix two.

### **EYFS:**

- Self-regulation
- Building relationships
- Managing self

### **Key stage 1 and 2:**

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

In Year 6, there is one additional topic 'Identity'

This ensures that there is a clear sequence as well as age appropriate progression in knowledge and skills. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. In addition, contextual safeguarding linked to the federation, or

individual pupils, classes or schools, are embedded wherever possible. This can be included regularly in the curriculum, or as they arise.

We teach PSHE in a variety of ways. We feel that preparing children for the demands of the real world are very important and we want to equip them to be responsible, respectful and active citizens who are ready for life in modern Britain and beyond. We also develop PSHE through activities and whole school events. Our children are constant collaborators with teaching staff in making suggestions and decisions about our school. Pupil voice is very strong and there is evidence of its power all over school. We also fundraise for various charities at school fairs and special school events.

We use PSHE as an opportunity for understanding that difference is a positive, not a negative, and that individual characteristics make people unique – with special reference made to The Equalities Act 2010.

### **Pupils with SEND**

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

### **Research indicates the following aspects ensure the delivery of good quality RSE (key sources are the Sex Education Forum and Family Planning Association):**

- Structured learning opportunities with consistent messages that are built on year by year
- Age and culturally appropriate RSE which starts in primary school
- Pupils involved in identifying their needs for their RSE curriculum
- Being provided within a learning environment that is safe
- Support for pupils to develop and clarify their individual, family and community values
- Preparing pupils for the physical and emotional changes of puberty and adolescence
- Supporting pupils to develop skills in communication, refusal and negotiation
- A range of sexualities are incorporated into an inclusive RSE curriculum
- Pupils learn about social norms and that the majority of young people do not have sexual relationships before the age of 16
- Young people need to be able to easily access sexual health and contraceptive services in places that are convenient to them, and be supported in their emotional development and self-esteem
- RSE is delivered by competent and confident educators who use active teaching and learning methods and provide opportunities for all pupils to engage with and discuss sensitive issues

## **Assessing, monitoring, evaluating and reviewing PSHE and RSE**

RSE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of PSHE and RSE should:

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Involve pupils in discussion about learning objectives and desired outcomes
- Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement.

The school's Curriculum Lead will be responsible for monitoring the provision of PSHE and RSE in and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors' Curriculum Committee. The PSHE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

## **Monitoring and Evaluation**

The PSHE and RSE programme is regularly monitored and evaluated. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- To review and plan the content and delivery of the programme of study for sex and relationships education
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

## **Child Protection and Confidentiality**

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to-one basis. If the teacher judges it necessary the pupil could be advised to speak to the school nurse, provided with information about where to get further help or, if the matter is considered a potential Child Protection issue, the staff member responsible for this should be notified. If any concerns arise, staff should record this on CPOMS.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated



responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence, in line with the Freedom of Information Act.

## **Roles and Responsibilities**

### **The PSHE Leadership**

The Federation has a leader for PSHE who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term RSE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss RSE issues
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues
- Consult with pupils to inform RSE provision
- Access appropriate training
- Monitor and advise on RSE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for RSE
- Liaise with any service provision to support aspects of sexual health
- Review / update the policy on a two-year cycle or sooner if necessary.
- Consult with the DSL and DDSLs for any contextual safeguarding concerns that can be taught within the PSHE curriculum

### **The Executive Headteacher**

The EHT has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RSE are to:

- Liaise with the PSHE Leader
- Keep the governing body fully informed of provision, issues and progress in RSE
- Act upon any concerns which may arise from pupil disclosure during RSE sessions.

### **The Governing Body**

The governing body has responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of RSE outside of the national curriculum science. The policy should also clearly reference any on site sexual health services. The governing body, in co-operation with the Headteachers, is expected to involve families, pupils, health and other professionals to ensure that RSE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. It is good practice to identify a link governor for RSE. The governing body will continue their involvement through regular evaluation of provision and policy.

### **Parents / Carers**

The school aims to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carer has any concerns about the RSE provision then time will be taken to address their concerns. Families are invited to review

the resources and can contact the Headteacher with any queries or concerns.

### **The Parental Right to withdraw their child from RSE lessons**

Parents have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from RSE lessons.

***Parents will be notified in writing of the programme and the content for RSE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher or PSHE Leader who will explore their concerns.***

If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

### **External agencies**

Whilst the responsibility for organising and delivering most, if not all, of the RSE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However, they may not possess the skills of organising teaching and learning or managing behaviour. The Partners in Education form (see Appendix one) is strongly recommended to be used when planning, and for evaluating the input of an external contributor. By using this it is more likely that clear learning outcomes will be established, the learning processes to achieve these, and that the work will be tailored to the target audience. It is essential to ensure that at all times a teacher is present when an external contributor is working with pupils. All external visitors should have a DBS check.

### **Additional guidance to inform a school's RSE policy**

#### **Diversity**

Children and young people from all faiths and cultures have an entitlement to sex and relationships education (RSE). Teaching effective RSE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. It is important when developing the RSE curriculum to work in partnership with parents/carers and the wider community. Research has shown that if parents/carers and faith leaders work together to examine assumptions and beliefs and ensure effective communication that reduces misunderstandings and allows for the development of a values framework for RSE.

#### **Lesbian, Gay and Bisexual (LGB)**

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talk about families more broadly and provide pupils with the opportunities to learn about different family structures. For older pupils, when discussing sexual relationships and partners, we ensure reference and resources are used that relate to LGB people.

## **Science Links to Relationships Education, Relationships and Sex Education (RSE) and Health Education**

### **In Key Stage 1 children learn:**

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

### **In Key Stage 2 children learn:**

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

## **Relationships Education - Statutory**

### **Families and People who care for me**

#### **Pupils should know:**

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of a 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 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.
- 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.
- That two people who love and care for each other can be in a committed relationship and not be married or in a civil partnership.
- How to recognise if relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

### **Caring Friendships**

#### **Pupils should know:**

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, 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 strengthened, and that resorting to violence is never right.

- 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.

### **Respectful Relationships**

#### **Pupils should know:**

- The importance of respecting others, even when they are different from them (for example physically, in character, personality or background), or they make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- 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 positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibility of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is and how stereotypes can be unfair, negative and destructive.
- The importance of permission seeking and giving in relationships with friends, peers and adults.

### **Online Relationships**

#### **Pupils should know:**

- That people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of risks associated with people they have never met.
- How information and data is shared and used online.

### **Being Safe**

#### **Pupils should know:**

- What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school, and/or other sources.

### **Drugs, Alcohol and Tobacco**

#### **Pupils should know**

- Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

This policy links to:

- Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance ([www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk))
- Confidentiality Policy
- Inclusion Policy
- Teaching and Learning
- Assessment
- Science

### **Dissemination of the policy**

The policy is available to parents and carers and pupils via the school website. Parents and carers and pupils new to the school may be given a summary on request and there is a copy in the school reception area. The full policy is available to parents and carers and pupils on request and is also available via the school website.

**Appendix Two**

**Partners in Education Support Agreement Form**  
**Please read this document fully before completing any section.**

Uncoloured areas require a school response and shaded areas a response from the provider of services. Dark grey boxes contain words that may be helpful in describing intended outcomes.

School:  Address:   P/code:  Contact person:  Post held:  Tel:  e-mail:	Agency:  Address:   P/code:  Contact person:  Post held:  Tel:  e-mail:
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Details of input:	Numbers	Date(s)	Time(s)	Location
Tick target group				e.g. Hall, classroom
Pupils/students [ ]				
Age-range..... Key				
Stage.....				
Males, females or mixed group? (circle one) M F Mix				
Teachers [ ]				
Governors [ ]				
Non-teaching staff [ ]				
Parents [ ]				
Other (specify) [ ]				

Visitors should be made aware of fire safety procedures, have access to a telephone for emergencies and know where to obtain emergency aid assistance.

<b>Learning environment details: (Have regard to health &amp; safety issues)</b>	<i>Lecture style</i>
	<i>Theatre style</i>
	<i>Formal seating</i>
	<i>Circle</i>
<b>Space required/available: (state preference for floor level if bringing equipment)</b>	<i>No seating Hall</i>
	<i>Classroom</i>
	<i>Outdoor Space</i>
	<i>Sports Hall Powerpoints</i>
<b>Layout:</b>	<i>Extension cab</i>
	<i>Screen</i>
<b>Equipment needed:</b>	<i>Tables</i>
	<i>OHP</i>
<b>Provided by: (tick) School Visitor</b>	
• .....	<input type="checkbox"/> <input type="checkbox"/>
• .....	<input type="checkbox"/> <input type="checkbox"/>
• .....	<input type="checkbox"/> <input type="checkbox"/>
	<i>Water TV</i>
	<i>Video (VHS)</i>
	<i>Computer</i>
	<i>PowerPoint</i>

<b>Intended learning outcomes:</b> (Consider the information that may be gained, any skills that will be acquired or rehearsed, attitudes and values that may be explored or anticipated behaviour change. In other words, what will participants learn, feel or be able to do at the end of the session compared to before?)	<i>Know</i>
	<i>Understand</i>
	<i>Clarify Describe</i>
	<i>Explain Identify</i>
	<i>Appreciate</i>
	<i>Demonstrate</i>
	<i>Explore Discuss</i>
	<i>Feel</i>
	<i>Show</i>

<b>How will the learning outcomes be achieved? What methods will be used?</b>	<i>Group work</i>
	<i>Role-play Case</i>
	<i>Studies Survey</i>
	<i>Debate</i>
	<i>Peer led</i>
	<i>Participatory</i>
	<i>Drama Writing</i>
	<i>Problem solving</i>
	<i>Games</i>
	<i>Simulation</i>
	<i>Thought show</i>
	<i>Mind Maps</i>
	<i>Discussion</i>

<b>Which people need to be informed about this activity?</b>	<i>Governors</i>
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<p><b>Who is responsible for dealing with this and by when?</b></p> <p><b>Is a risk assessment needed? – e.g. for blindfold trust games etc?</b></p>	<p><i>Teacher Support</i>  <i>Staff Parents</i>  <i>Other pupils</i>  <i>Caretaking staff</i>  <i>Catering Staff LA</i>  <i>Other agencies</i>  <i>Neighbours</i>  <i>Community</i></p>
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<p><b>Special and sensitive issues</b>          Are there any special needs or sensitive to be aware of? If so what?          (Do not name Individuals).</p>	<p><i>Gender</i></p> <p><i>Capabilities –</i>  <i>Hearing, sight,</i>  <i>speech,</i>  <i>Co-ordination, mobility</i>  <i>Etc.</i></p> <p><i>Cultural, ethnic</i>  <i>Background</i></p> <p><i>Religion</i></p>
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<b>How have the following been addressed?</b>	<b>Comments/action</b>	
		<i>Context</i>
Context of the input in relation to ongoing work:		<i>Policies</i>
Understanding the application of school policies		<i>LA Guidelines</i>
Risk Assessment (if needed)		<i>Resources</i>
Application of national/local guidance		<i>Confidentiality</i>
Appropriateness of materials/resources:		<i>Behaviour &amp; discipline</i>
Level of confidentiality:		<i>Roles</i>
Ground rules/ boundaries for working:		<i>Risk Assessment</i>
		<i>Responsibilities</i>



Responsibility for behaviour management		<i>Evaluation</i>
The role of the teacher: (Note: national & local guidance states that the teacher should always be present)		<i>Follow Up</i>

Evaluation – responsibility for and feedback		
Follow-up work:		

Contingency arrangements in the event of late alteration of plans :

Payment arrangements (if appropriate) : (Continue overleaf if necessary)

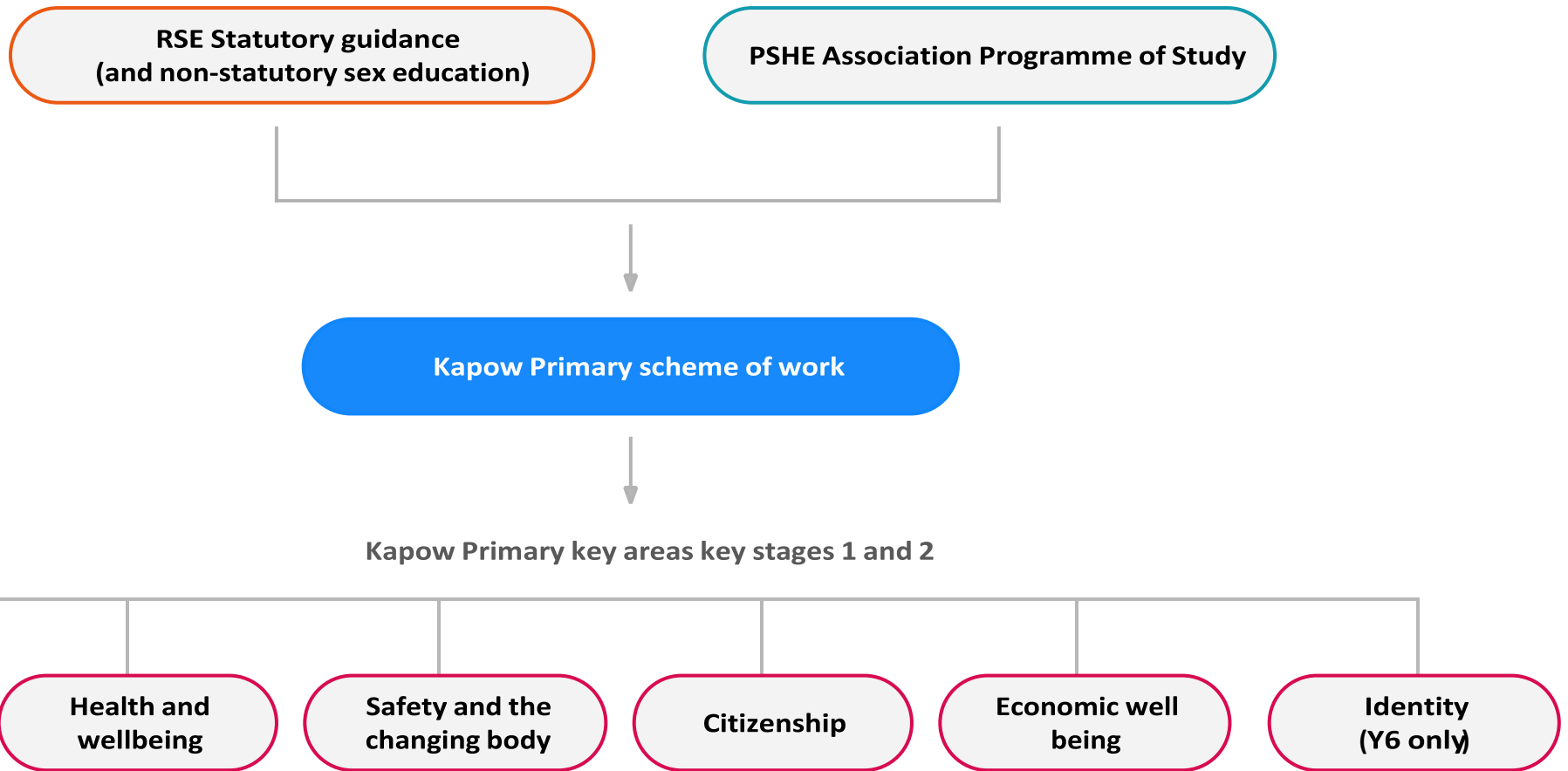
Signed by school representative:

Date:.....

Signed by visitor: Date:.....

N.B. When complete a copy of this document to be held by both parties.

**Appendix Two**



Substrand	EYFS: Reception		Year 1/2	
	Skills	Knowledge	Skills	Knowledge
<b>Family</b>	<p>Learning how to talk about our families and discussing why we love them.</p> <p>Talking about people that hold a special place in my life.</p>	<p>To name and describe the different members of our families.</p> <p>To understand that all families are valuable and special.</p>	<p>Y2: Understanding that families offer love, care and support.</p> <p>Y1/Y2 (Cycle A): Exploring how families are different to each other.</p> <p>Y1/Y2 (Cycle A): Discussing ways to show respect for different families.</p>	<p>Y1: To understand that families look after us.</p> <p>Y1: To know some words to describe how people are related (eg. aunty, cousin)</p> <p>Y1: To know that some information about me and my family is personal.</p> <p>Y1/Y2 (Cycle A): To know that families can be made up of different people.</p> <p>Y1/Y2 (Cycle A): To know that families may be different to my family.</p>
<b>Friendships</b>	<p>Developing strategies to help when sharing with others.</p> <p>Exploring what makes a good friend.</p>	<p>To know that we share toys so that everyone feels involved and no one feels left out or upset.</p>	<p>Y1: Exploring how friendship problems can be overcome.</p> <p>Y1: Exploring friendly behaviours.</p> <p>Y2: Understanding difficulties in friendships and discussing action that can be taken.</p>	<p>Y1: To understand some characteristics of a positive friendship.</p> <p>Y1: To understand that friendships can have problems but that these can be overcome.</p> <p>Y2: To know some problems which might happen in friendships.</p> <p>Y2: To understand that some problems in friendships might be more serious and need addressing.</p>

<p><b>Respectful relationships</b></p>	<p>Thinking about what it means to be a valued person.</p> <p>Exploring the differences between us that make each person unique.</p> <p>Considering the perspectives and feelings of others.</p> <p>Learning to work as a member of a team.</p> <p>Developing listening skills.</p>	<p>To understand that different people like different things.</p> <p>To understand that all people are valuable.</p> <p>To know that it is important to help, listen and support others when working as a team.</p> <p>To know that it is important to tell the truth.</p>	<p>Y1: Recognising how other people show their feelings.</p> <p>Y1: Identifying ways we can care for others when they are sad.</p> <p>Y1: Exploring the ability to successfully work with different people.</p> <p>Y2: Learning how other people show their feelings and how to respond to them.</p> <p>Y2: Exploring the conventions of manners in different situations.</p>	<p>Y1: To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p> <p>Y2: To understand some ways people show their feelings.</p> <p>Y2: To understand what good manners are.</p> <p>Y2: To understand some gender stereotypes related to jobs.</p>
<p><b>Change and loss</b></p>			<p>Y1/Y2 (Cycle B): Exploring how loss and change can affect us.</p>	<p>Y1/Y2 (Cycle B): To know that there are ways we can remember people or events.</p>

Year 3/4		
Sub-strand	Skills	Knowledge
<p><b>Family</b></p>	<p>Y4: Using respectful language to discuss different families.</p> <p>Y3/Y4 (Cycle B): Learning that problems can occur in families and that there is help available if needed.</p>	<p>Y 4: To know that families are varied in the UK and across the world.</p> <p>Y3/Y4 (Cycle B): To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p>

<p><b>Friendships</b></p>	<p>Y3: Exploring ways to resolve friendship problems.</p> <p>Y4: Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Y3/Y4 (Cycle A): Exploring physical and emotional boundaries in friendships.</p>	<p>Y3: To know that violence is never the right way to solve a friendship problem.</p> <p>Y4: To know that bullying can be physical or verbal.</p> <p>Y4: To know that bullying is repeated, not a one off event.</p> <p>Y3 /Y4 (Cycle A): To understand the different roles related to bullying including victim, bully and bystander.</p> <p>Y3/Y4 (Cycle A): To understand that everyone has the right to decide what happens to their body.</p>
<p><b>Respectful relationships</b></p>	<p>Y3: Exploring the negative impact of stereotyping.</p> <p>Y3/Y4 (Cycle A): Identifying who I can trust.</p> <p>Y3/Y4 (Cycle B): Exploring how my actions and behaviour can affect other people.</p> <p>Y3/Y4 (Cycle B): Learning about the effects of non verbal communication.</p>	<p>Y3: To understand that there are similarities and differences between people.</p> <p>Y3: To understand some stereotypes related to age.</p> <p>Y4: To understand some stereotypes related to disability.</p> <p>Y3/Y4 (Cycle A): To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>Y3/Y4 (Cycle B): To understand the courtesy and manners which are expected in different scenarios.</p> <p>Y3/Y4 (Cycle B): To know the signs of a good listening.</p>
<p><b>Change and loss</b></p>	<p>Y3/Y4 (Cycle A) Discussing how to help someone who has experienced a bereavement.</p>	<p>Y3/Y4 (Cycle A): To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</p>

<p><b>Sub-strand</b></p>	<p><b>Year 5/6</b></p>	
	<p><b>Skills</b></p>	<p><b>Knowledge</b></p>

<p><b>Family</b></p>	<p>Y5/Y6 (Cycle B): Identifying ways families might make children feel unhappy or unsafe.</p>	<p>Y5/Y6 (Cycle A): To know that marriage is a legal commitment and is a choice people can make.</p> <p>Y5/Y6 (Cycle B): To know that if I have a problem, I can call ChildLine on 0800 1111.</p>
<p><b>Friendships</b></p>	<p>Y5/Y6 (Cycle A): Exploring the impact that bullying might have.</p> <p>Y5/Y6 (Cycle B): Exploring issues which might be encountered in friendships and how these might impact the friendship.</p> <p>Y5/Y6 (Cycle B): Identifying ways to resolve conflict through negotiation and compromise.</p>	<p>Y5/Y6 (Cycle A): To know what attributes and skills make a good friend.</p> <p>Y5/Y6 (Cycle A): To understand what might lead to someone bullying others.</p> <p>Y5/Y6 (Cycle A): To know what action a bystander can take when they see bullying.</p> <p>Y5/Y6 (Cycle B): To know that a conflict is a disagreement or argument and can occur in friendships.</p> <p>Y5/Y6 (Cycle B): To understand the concepts of negotiation and compromise.</p>
<p><b>Respectful relationships</b></p>	<p>Y5: Exploring and questioning the assumptions we make about people based on how they look.</p> <p>Y5: Identifying ways to challenge stereotypes.</p> <p>Y6: Discussing how and why respect is an important part of relationships.</p> <p>Y5/Y6 (Cycle A): Exploring our positive attributes and being proud of these (self respect).</p>	<p>Y5: To understand what respect is.</p> <p>Y5: To understand that everyone deserves respect but respect can be lost.</p> <p>Y6: To know that stereotypes can be unfair, negative and destructive.</p> <p>Y6: To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</p> <p>Y6: To understand that stereotypes can lead to bullying and discrimination</p> <p>Y5/Y6 (Cycle A): To understand that positive attributes are the good qualities that someone has.</p>
<p><b>Change and loss</b></p>	<p>Y5/Y6 (Cycle B): Exploring the process of grief and understanding that it is different for different people.</p>	<p>Y5/Y6 (Cycle B): To understand that loss and change can cause a range of emotions.</p> <p>Y5/Y6 (Cycle B): To know that grief is the process people go through when someone close to them dies.</p>

Substrand	EYFS (Reception)		Year 1/2	
	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily,	<p>Y1/Y2 (Cycle A): Learning how to wash hands properly.</p> <p>Y1/Y2 (Cycle A): Learning how to deal with an allergic reaction.</p> <p>Y1/Y2 (Cycle B): Exploring the effect that food and drink can have on my teeth.</p>	<p>Y1/Y2 (Cycle A): To understand we can limit the spread of germs by having good hand hygiene.</p> <p>Y1/Y2 (Cycle A): To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>Y1/Y2 (Cycle A): To know that certain foods and other things can cause allergic reactions in some people.</p> <p>Y1/Y2 (Cycle B): To know that food and drinks with lots of sugar are bad for my teeth.</p>
<b>Physical health and wellbeing</b>	Exploring how exercise affects different parts of the body.	<p>To know that exercise means moving our body and is important.</p> <p>To know that yoga can help our bodies and minds relax,</p>	<p>Y1/Y2 (Cycle A): Exploring positive sleep habits.</p> <p>Y1/Y2 (Cycle A): Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Y1/Y2 (Cycle A): Exploring health-related jobs and people who help look after our health.</p> <p>Y1/Y2 (Cycle B): Exploring some of the benefits of exercise on body and mind.</p> <p>Y1/Y2 (Cycle B): Exploring some of the benefits of a healthy balanced diet.</p> <p>Y1/Y2 (Cycle B): Suggesting how to improve an unbalanced meal.</p> <p>Y1/Y2 (Cycle B): Learning breathing exercises to aid relaxation.</p>	<p>Y1/Y2 (Cycle A): To know that sleep helps my body to repair itself, to grow and restores my energy.</p> <p>Y1/Y2 (Cycle B): To understand the importance of exercise to stay healthy.</p> <p>Y1/Y2 (Cycle B): To understand the balance of foods we need to keep healthy.</p> <p>Y1/Y2 (Cycle B): To know that breathing techniques can be a useful strategy to relax.</p>



<p><b>Mental wellbeing</b></p>	<p>Identifying how characters within a story may be feeling.</p> <p>Identifying and expressing my own feelings.</p> <p>Exploring coping strategies to help regulate emotions.</p> <p>Exploring different facial expressions and identifying the different feelings they can represent.</p> <p>Exploring ways to moderate behaviour, socially and emotionally.</p> <p>Coping with challenge when problem solving.</p>	<p>To name some different feelings and emotions.</p> <p>To know that I am a valuable individual.</p> <p>To know that facial expressions can give us clues as to how a person is feeling.</p> <p>To know that I can learn from my mistakes.</p> <p>To know some strategies to calm down.</p>	<p>Y1: Identifying different ways to manage feelings.</p> <p>Y2: Exploring strategies to manage different emotions.</p> <p>Y2: Developing empathy.</p> <p>Y1/Y2 (Cycle A): Identifying personal strengths and qualities.</p> <p>Y1/Y2 (Cycle B): Identifying personal goals and how to work towards them.</p> <p>Y1/Y2 (Cycle B): Exploring the need for perseverance and developing a growth mindset.</p>	<p>Y1: To know the words to describe some positive and negative emotions.</p> <p>Y2: To know that we can feel more than one emotion at a time.</p> <p>Y1/Y2 (Cycle A): To know that strengths are things we are good at.</p> <p>Y1/Y2 (Cycle A): To know that qualities describe what we are like.</p> <p>Y1/Y2 (Cycle B): To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>
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Sub-strand	Year 3/4	
	Skills	Knowledge
<p><b>Health and prevention</b></p>	<p>Y3/Y4 (Cycle A): Discussing why it is important to look after my teeth.</p> <p>Y3/Y4 (Cycle B): Developing independence in looking after my teeth.</p>	<p>Y3/Y4 (Cycle A): To understand ways to prevent tooth decay.</p> <p>Y3/Y4 (Cycle B): To know key facts about dental health.</p>
<p><b>Physical health and wellbeing</b></p>	<p>Y3/Y4 (Cycle A): Learning stretches which can be used for relaxation.</p> <p>Y3/Y4 (Cycle B): Identifying what makes me feel calm and relaxed.</p> <p>Y3/Y4 (Cycle B): Learning visualisation as a tool to aid relaxation.</p> <p>Y3 &amp; Y4 (Cycle A &amp; B): Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p>	<p>Y3/Y4 (Cycle A): To understand the positive impact relaxation can have on the body.</p> <p>Y3/Y4 (Cycle B): To know that visualisation means creating an image in our heads.</p> <p>Y3 &amp; Y4 (Cycle A &amp; B): To know the different food groups and how much of each of them we should have to have a balanced diet.</p>

<p><b>Mental wellbeing</b></p>	<p>Y3/Y4 (Cycle A): Exploring ways we can make ourselves feel happy or happier.</p> <p>Y3/Y4 (Cycle A): Developing a growth mindset.</p> <p>Y3/Y4 (Cycle A): Exploring my own identity through the groups I belong to.</p> <p>Y3/Y4 (Cycle A): Identifying my strengths and exploring how I use them to help others.</p> <p>Y3/Y4 (Cycle B): Exploring how my skills can be used to undertake certain jobs.</p> <p>Y3/Y4 (Cycle B): Developing the ability to appreciate the emotions of others in different situations.</p> <p>Y3/Y4 (Cycle B): Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Y3/Y4 (Cycle B): Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>Y3/Y4 (Cycle A): To understand that mistakes can help us to learn.</p> <p>Y3/Y4 (Cycle A): To understand the importance of belonging.</p> <p>Y3 /Y4 (Cycle A): To understand what being lonely means and that it is not the same as being alone.</p> <p>Y3/Y4 (Cycle B): To know that different job roles need different skills and so some roles may suit me more than others.</p> <p>Y3/Y4 (Cycle B): To know that it is normal to experience a range of emotions.</p> <p>Y3/Y4 (Cycle B): To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>Y3/Y4 (Cycle B): To know who can help if we are worried about our own or other people's mental health.</p> <p>Y3/Y4 (Cycle B): To understand what a problem or barrier is and that these can be overcome.</p>
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Year 5/6		
Sub-strand	Skills	Knowledge
<p><b>Health and prevention</b></p>	<p>Y5/Y6 (Cycle A): Developing independence for protecting myself in the sun.</p> <p>Y5/Y6 (Cycle B): Discussing ways to prevent illness.</p> <p>Y5/Y6 (Cycle B): Identifying some actions to take if I am worried about my health or my friends' health.</p>	<p>Y5/Y6 (Cycle A): To understand the risks of sun exposure.</p> <p>Y5/Y6 (Cycle B): To understand that vaccinations can give us protection against disease.</p> <p>Y5/Y6 (Cycle B): To know that changes in the body could be possible signs of illness.</p>

<p><b>Physical health and wellbeing</b></p>	<p>Y5/Y6 (Cycle A): Considering calories and food groups to plan healthy meals.</p> <p>Y5/Y6 (Cycle A): Developing greater responsibility for ensuring good quality sleep.</p> <p>Y5/Y6 (Cycle B): Identifying a range of relaxation strategies and situations in which they would be useful.</p> <p>Y5/Y6 (Cycle B): Exploring ways to maintain good habits.</p> <p>Y5/Y6 (Cycle B): Setting achievable goals for a healthy lifestyle.</p> <p>Y5 &amp; Y6 (Cycle A &amp; B): Understanding the relationship between stress and relaxation.</p>	<p>Y5/Y6 (Cycle A): To know that relaxation stretches can help us to relax and de-stress.</p> <p>Y5/Y6 (Cycle A): To know that calories are the unit that we use to measure the amount of energy certain foods give us.</p> <p>Y5/Y6 (Cycle A): To know that what we do before bed can affect our sleep quality.</p> <p>Y5/Y6 (Cycle B): To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</p> <p>Y5/Y6 (Cycle B): To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</p>
<p><b>Mental wellbeing</b></p>	<p>Y5/Y6 (Cycle A): Taking responsibility for my own feelings.</p> <p>Y5/Y6 (Cycle B): Exploring my personal qualities and how to build on them.</p> <p>Y5/Y6 (Cycle B): Developing strategies for being resilient in challenging situations.</p>	<p>Y5/Y6 (Cycle A): To understand what can cause stress.</p> <p>Y5/Y6 (Cycle A): To understand that failure is an important part of success.</p> <p>Y5/Y6 (Cycle B): To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).</p> <p>Y5/Y6 (Cycle B): To know the effects technology can have on mental health.</p>

Substrand	EYFS (Reception)		Year 1/2	
	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p>	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p>	<p>Y1: Discussing the concept of privacy.</p> <p>Y1/Y2 (Cycle A): Understanding people's roles within the local community that help keep us safe.</p> <p>Y1/Y2 (Cycle B): Practising what to do if I get lost.</p> <p>Y1/Y2 (Cycle B): Identifying hazards that may be found at home.</p> <p>Y1/Y2 (Cycle B): Exploring ways to stay safe online.</p> <p>Y1 &amp; Y2 (Cycle A &amp; B): Learning how to behave safely near the road and when crossing the road.</p>	<p>Y1: To know that some types of physical contact are never appropriate.</p> <p>Y1: To know the PANTS rule.</p> <p>Y1/Y2 (Cycle A): To understand the difference between secrets and surprises.</p> <p>Y1/Y2 (Cycle B): To know what to do if I get lost.</p> <p>Y1/Y2 (Cycle B): To know that a hazard is something which could cause an accident or injury.</p> <p>Y1/Y2: (Cycle B): To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>Y1/Y2 (Cycle A &amp; B): To know the rules for crossing the road safely.</p>
<b>Drugs, alcohol and tobacco</b>	N/A	N/A	<p>Y1: Learning what is and is not safe to put in or on our bodies.</p> <p>Y2: Exploring what people can do to feel better when they are ill.</p> <p>Y2: Learning how to be safe around medicines.</p>	<p>Y1: To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p> <p>Y2: To know that medicine can help us when we are ill.</p> <p>Y2: To understand that we should only take medicines when a trusted adult says we can.</p>
<b>The changing adolescent body</b>	N/A	N/A		<p>Y1: To know the names of parts of my body including private parts.</p>

<p><b>Basic first aid</b></p>	<p>N/A</p>	<p>N/A</p>	<p>Y1/Y2 (Cycle A): Practising making an emergency phone call.</p>	<p>Y1/Y2 (Cycle A): To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>Y1/Y2 (Cycle A): To know that the emergency services are the police, fire service and the ambulance service.</p>
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<p><b>Sub-strand</b></p>	<p><b>Year 3/4</b></p>	
	<p><b>Skills</b></p>	<p><b>Knowledge</b></p>
<p><b>Being safe (including online)</b></p>	<p>Y3: Identifying things people might do near roads which are unsafe.</p> <p>Y3/Y4 (Cycle A): Discussing how to seek help if I need to.</p> <p>Y3/Y4 (Cycle A): Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Y3/Y4 (Cycle A): Learning about the benefits and risks of sharing information online.</p> <p>Y3/Y4 (Cycle A): Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Y3/Y4 (Cycle B): Beginning to recognise unsafe digital content.</p> <p>Y3 &amp; 4 (Cycle A &amp; B): Developing skills as a responsible digital citizen.</p>	<p>Y3 &amp; 4 (Cycle A &amp; B): Developing skills as a responsible digital citizen.</p> <p>Y3/Y4 (Cycle A): To understand that there are risks to sharing things online.</p> <p>Y3/Y4 (Cycle A): To know the difference between private and public.</p> <p>Y3/Y4 (Cycle A): To understand that cyberbullying is bullying which takes place online.</p> <p>Y3/Y4 (Cycle B): To know the signs that an email might be fake.</p> <p>Y3 &amp; 4 (Cycle A &amp; B): Developing skills as a responsible digital citizen.</p>
<p><b>Drugs, alcohol and tobacco</b></p>	<p>Y3: Exploring choices and decisions that I can make.</p> <p>Y4: Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Y3/Y4 (Cycle B): Discussing the benefits of being a non-smoker.</p>	<p>Y4: To understand that other people can influence our choices.</p> <p>Y3/Y4 (Cycle B): To understand the risks associated with smoking tobacco.</p>
<p><b>The changing adolescent body</b></p>	<p>Y4: Discussing some physical and emotional changes during puberty.</p>	<p>Y4: To understand the physical changes to both male and female bodies as people grow from children to adults.</p>

<p><b>Basic first aid</b></p>	<p>Y3: Learning what to do in a medical emergency, including calling the emergency services.</p> <p>Y3/Y4 (Cycle B): Learning how to help someone who is having an asthma attack.</p>	<p>Y3: To know that it is important to maintain the safety of myself and others, before giving first aid.</p> <p>Y3/Y4 (Cycle A): To know that bites or stings can sometimes cause an allergic reaction.</p> <p>Y3/Y4 (Cycle B): To know that asthma is a condition which causes the airways to narrow.</p>
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Sub-strand	Year 5/6	
	Skills	Knowledge
<p><b>Being safe (including online)</b></p>	<p>Y5/Y6 (Cycle A): Developing an understanding of how to ensure relationships online are safe.</p> <p>Y5/Y6 (Cycle B): Developing an understanding about the reliability of online information.</p> <p>Y5 /Y6 (Cycle B): Exploring online relationships including dealing with problems.</p>	<p>Y5/Y6 (Cycle A): To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>Y5/Y6 (Cycle A): To know some of the possible risks online.</p> <p>Y5/Y6 (Cycle B): To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>Y5/Y6 (Cycle B): To know where to get help with online problems.</p>
<p><b>Drugs, alcohol and tobacco</b></p>	<p>Y5/Y6 (Cycle A): Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Y5/Y6 (Cycle A): Discussing the reasons why adults may or may not drink alcohol.</p>	<p>Y5/Y6 (Cycle A): To know some strategies I can use to overcome pressure from others and make my own decisions.</p> <p>Y5/Y6 (Cycle A): To understand the risks associated with drinking alcohol.</p>

<p><b>The changing adolescent body</b></p>	<p>Y5: Learning about the emotional changes during puberty.</p> <p>Y5: Identifying reliable sources of help with puberty.</p> <p>Y6: Discussing problems which might be encountered during puberty and using knowledge to help.</p>	<p>Y5: To understand the process of the menstrual cycle.</p> <p>Y5: To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>Y5: To know that puberty happens at different ages for different people.</p> <p>Y6: To understand how a baby is conceived and develops.</p>
<p><b>Basic first aid</b></p>	<p>Y5/Y6 (Cycle A): Learning how to help someone who is choking.</p> <p>Y5/Y6 (Cycle B): Learning about how to help someone who is bleeding.</p> <p>Y5/Y6 (Cycle B): Placing an unresponsive patient into the recovery position.</p>	<p>Y5/Y6 (Cycle B): To know how to assess a casualty's condition.</p> <p>Y5/Y6 (Cycle B): To know how to conduct a primary survey (using DRSABC).</p>

EYFS (Reception)		Year 1/2		Year 3/4	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	<p>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>To understand that we all have similarities and differences and that make us special.</p> <p>To know that we all have different beliefs and celebrate special times in different ways.</p>	<p>Y1: Recognising why rules are necessary.</p> <p>Y1: Exploring the differences between people.</p> <p>Y2: Explaining why rules are in place.</p> <p>Y1/Y2 (Cycle A): Recognising the groups that we belong to.</p> <p>Y1/Y2 (Cycle A): Identifying positives and negatives about the school environment.</p> <p>Y1/Y2 (Cycle A): Recognising the importance of looking after the school environment.</p> <p>Y1/Y2 (Cycle A): Identifying ways to help look after the school environment.</p> <p>Y1/Y2 (Cycle A): Recognising the contribution people make to the local community.</p> <p>Y1/Y2 (Cycle B): Discussing how to meet the needs of different pets.</p> <p>Y1/Y2 (Cycle B): Learning how to discuss issues of concern to me.</p>	<p>Y1: To know the rules in school.</p> <p>Y1: To understand that people are all different.</p> <p>Y2: To know some of the different places where rules apply.</p> <p>Y2: To understand that everyone has similarities and differences.</p> <p>Y2: To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>Y1/Y2 (Cycle A): To know some of the jobs people do to look after the environment in school and the local community.</p> <p>Y1/Y2 (Cycle B): To know that different pets have different needs.</p> <p>Y1/Y2 (Cycle B): To understand the needs of younger children and that these change over time.</p> <p>Y1/Y2 (Cycle B): To know that voting is a fair way to make a decision.</p> <p>Y1/Y2 (Cycle B): To understand how democracy works in school through the school council.</p>	<p>Y3: Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Y3: Identifying local community groups.</p> <p>Y4: Discussing how local community groups support the community.</p> <p>Y4: Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Y4: Identifying ways items can be reused.</p> <p>Y4: Explaining why reusing items is of benefit to the environment.</p> <p>Y3/Y4 (Cycle A): Discussing how we can help to protect human rights.</p> <p>Y3/Y4 (Cycle B): Identifying the benefits different groups bring to the local community.</p> <p>Y3/Y4 (Cycle B): Discussing the positives diversity brings to a community.</p> <p>Y3 &amp; Y4 (Cycle A &amp; B): Exploring how children's rights help them and other children.</p>	<p>Y3: To understand how recycling can have a positive impact on the environment.</p> <p>Y3: To know that the local council is responsible for looking after the local area.</p> <p>Y3: To know that elections are held where adults can vote for local councillors.</p> <p>Y4: To know that reusing items is of benefit to the environment.</p> <p>Y4: To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>Y3/Y4 (Cycle A): To understand some of the consequences of breaking rules.</p> <p>Y3/Y4 (Cycle B): To understand the role of charities in the community.</p> <p>Y3/Y4 (Cycle B): To know that there are a number of groups which make up the local community.</p> <p>Y3 &amp; Y4 (Cycle A &amp; B): To understand the UN Convention on the Rights of the Child.</p>



## Year 5/6

Skills	Knowledge
<p>Y5: Discussing how rights and responsibilities link.</p> <p>Y5: Exploring the right to a freedom of expression.</p> <p>Y5: Developing an understanding of how parliament and Government work.</p> <p>Y6: Discussing how education and other human rights protect us.</p> <p>Y6: Identifying causes which are important to us.</p> <p>Y6: Discussing how people can influence what happens in parliament.</p> <p>Y6: Identifying appropriate ways to share views and ideas with others.</p> <p>Y5/Y6 (Cycle A): Discussing ways to challenge prejudice and discrimination.</p> <p>Y5/Y6 (Cycle A): Explaining why reducing the use of materials is positive for the environment.</p> <p>Y5/Y6 (Cycle A): Identifying the contribution people make to the community and how this is recognised.</p> <p>Y5/Y6 (Cycle B): Identifying ways people can bring about change in society.</p> <p>Y5/Y6 (Cycle B): Learning about environmental issues relating to food.</p>	<p>Y5: To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>Y5: To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>Y6: To know that education is an important human right.</p> <p>Y6: To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>Y5/Y6 (Cycle A): To know what happens when someone breaks the law.</p> <p>Y5/Y6 (Cycle A): To understand the waste hierarchy.</p> <p>Y5/Y6 (Cycle A): To know that prejudice is making assumptions about someone based on certain information.</p> <p>Y5/Y6 (Cycle A): To know that discrimination is treating someone differently because of certain factors.</p> <p>Y5/Y6 (Cycle B): To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p> <p>Y5/Y6 (Cycle B): To know that our food choices can affect the environment.</p>

## Year 1/2

## Year 3/4

Skills	Knowledge	Skills	Knowledge
<p>Y1: Developing an understanding of how banks work.</p> <p>Y1: Identifying whether something is a want or need.</p> <p>Y2: Exploring the reasons why people choose certain jobs.</p> <p>Y1/Y2 (Cycle A): Discussing how to keep money safe.</p> <p>Y1/Y2 (Cycle B): Exploring choices people make about money.</p> <p>Y1/Y2 (Cycle B): Recognising that people make choices about how to spend money.</p> <p>Y1 &amp; Y2 (Cycle A &amp; B): Discussing what to do if we find money.</p>	<p>Y1: To know that coins and notes have different values.</p> <p>Y1: To know some of the ways children may receive money.</p> <p>Y1: To know that it is wrong to steal money.</p> <p>Y1: To know that banks are places where we can store our money.</p> <p>Y1: To know some jobs in school.</p> <p>Y1: To know that different jobs need different skills.</p> <p>Y1: To know the difference between a 'want' and 'need'.</p> <p>Y2: To know some of the ways in which adults get money.</p> <p>Y2: To know some of the features to look at when selecting a bank account.</p>	<p>Y3: Discussing the range of feelings which money can cause.</p> <p>Y3: Discussing the different attitudes people have to money.</p> <p>Y3: Exploring the impact our spending can have on other people.</p> <p>Y4: Exploring the factors which affect whether something is value for money.</p> <p>Y4: Discussing some impacts of losing money.</p> <p>Y4: Identifying negative and positive influences that can affect our career choices.</p>	<p>Y3: To know that budgeting money is important.</p> <p>Y3: To understand that there are a range of jobs available.</p> <p>Y4: To know that money can be lost in a variety of ways.</p> <p>Y4: To understand the importance of tracking money.</p> <p>Y3/Y4 (Cycle B): To know that many people will have more than one job or career in their lifetimes.</p> <p>Y3 &amp; Y4 (Cycle A &amp; B): Exploring ways to overcome stereotypes in the workplace.</p> <p>Y3 &amp; Y4 (Cycle A &amp; B): To understand that there are different ways to pay for things.</p> <p>Y3 &amp; Y4 (Cycle A &amp; B): To understand that some stereotypes can exist around jobs but these should not affect people's choices.</p>

Year 5/6

Skills	Knowledge
<p>Y6: Identifying jobs which might be suitable for them.</p> <p>Y5/Y6 (Cycle A): Discussing risks associated with money.</p> <p>Y5/Y6 (Cycle A): Making a budget based on priorities.</p> <p>Y5/Y6 (Cycle B): Recognising differences in how people deal with money and the role of emotions in this.</p> <p>Y5/Y6 (Cycle B): Discussing some risks associated with gambling.</p>	<p>Y6: To understand that different jobs have different routes into them.</p> <p>Y6: To understand that people change jobs for a number of reasons.</p> <p>Y5/Y6 (Cycle A): To know that when money is borrowed it needs to be paid back, usually with interest.</p> <p>Y5/Y6 (Cycle A): To know that it is important to prioritise spending.</p> <p>Y5/Y6 (Cycle A): To know some ways that people lose money.</p> <p>Y5/Y6 (Cycle A): To know that income is the amount of money received and expenditure is the amount of money spent.</p> <p>Y5/Y6 (Cycle B): To understand that there are certain rules to follow to keep money safe in bank accounts.</p> <p>Y5/Y6 (Cycle B): To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.</p> <p>Y5/Y6 (Cycle B): To know that banks and organisations such as Citizens' Advice can help with money-related problems.</p>

## Year 5 only

Skills	Knowledge
<p>Discussing the factors that make our 'identity'.</p> <p>Recognising the difference between how we see ourselves and how others see us.</p> <p>Exploring how the media might influence our identity.</p>	<p>To know that identity is the way we see ourselves and also how other people see us.</p>

## Year 1/2

## Year 3/4

## Year 5/6

Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Y1: Recognising our own strengths.</p> <p>Y2: Identifying people who can help us when we are worried about changes.</p>	<p>Y1 &amp; Y2 (Cycle A &amp; B): To understand that changes can be both positive and negative.</p> <p>Y1 &amp; Y2 (Cycle A &amp; B): To understand that change is part of life.</p>	<p>Y3: Being able to set goals.</p> <p>Y4: Learning strategies to deal with change.</p> <p>Y3 &amp; Y4 (Cycle A &amp; B): Recognising our own achievements.</p>	<p>Y3: To know that setting goals can help us to achieve what we want.</p> <p>Y4: To understand that change often brings about more opportunities and responsibilities.</p>	<p>Y5: Recognising own skills and how these can be developed.</p> <p>Y6: Exploring a greater range of strategies to deal with feelings associated with change.</p>	<p>Y5: To understand the skills needed for roles in school.</p> <p>Y6: To know that a big change can bring opportunities but also worries.</p>

