



Relationships Education Policy

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Completed by: Gareth J Lowe

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Policy Development & Consultation

Ladywood staff have contributed to the development of this policy during staff and curriculum meetings, and have been consulted throughout the process.

Background Information about the School

Ladywood School is an Outstanding Special School situated in Bolton. It caters for primary aged pupils with complex learning difficulties and pupils with a diagnosis of Autistic Spectrum Disorder.

Our pupils come from a large, and very mixed area, and are transported to school by the local authority. At Ladywood we aim to provide all our pupil with a broad and relevant education. We do this in a positive environment that reflects our commitment of high expectations for all.

Due to the high demand for school places, Ladywood has opened a second site, Little Ladywood, which is situated on Lever Edge Lane, Bolton.

At Ladywood, our pupils are given the very best care and support to ensure that they gain essential skills and receive the very best from their educational experiences. Our team work in close partnership with our parents and the wider professional community to ensure a holistic and dynamic network of support for all pupils. Our curriculum is designed with pupils' individual strengths and needs at the heart of their learning. Every step is taken to ensure that our children develop a love of learning, in an engaging, challenging and creative environment. Our curriculum design and philosophy enables our children to question and explore in a variety of mediums. Through this we have developed a culture of safety and security to ask questions and feel supported enough to ask any staff within the trust.

Philosophy

Ladywood School is a proud member of Woodbridge Trust. As a trust we are constantly striving for the highest quality of teaching and learning for all our pupils across every area of the curriculum. This policy will provide a framework of guidance, which will emphasise our positive approach to raising standards and emulate the values of Woodbridge Trust. It will enable the staff to make an informed decision regarding standards and ensure the subject leadership role is performed rigorously, efficiently and effectively.

This document is a statement of the aims, principles and strategies for Relationships Education at Ladywood School. At Ladywood we want children to love, learn and grow. The teaching of Relationships Education is no different. Through specific lessons taught at Ladywood as part of our Personal, Social, Health and Economic (PSHE) curriculum, and the wider curriculum, we aim to:

- Provide a framework in which sensitive discussions can take place;
- Teach children the facts, such as those relating to health issues, which are important to their growth and development as individuals and as members of community groups that they might come into contact with or associate with;
- Enable children to acquire the skills, such as those relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- Encourage children to develop informed opinions and attitudes for themselves about a range of personal and social issues;
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Help pupils develop feelings of self-respect, confidence and empathy; whilst encouraging children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the local community and wider society;
- Create a positive culture around issues of sexuality and relationships; encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act;
- Teach the requirements of the DfE statutory guidance on Relationships Education;
- Develop in children the skills and understanding to have the confidence to approach their relationships in a positive way; including teaching pupils the correct vocabulary to describe themselves and their bodies and ensuring children are aware of personal space and their right to privacy;
- Enable children to move with confidence from childhood through adolescence to adulthood. Helping the children to understand the changes that occur to the human body during puberty;
- Encourage the children to live confident and healthy lives.

Definition

In the DfE statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019', made under sections 34 and 35 of the Children and Social Work Act 2017 the focus in primary schools for Relationship Education is 'teaching of fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships, and relationships with other children and with adults.'

At Ladywood we also believe that Relationships Education should help children to develop the skills to recognise and manage healthy relationships both online and in the real world. Our curriculum is designed to build resilience and self-esteem. Relationships Education involves a combination of sharing information, and exploring issues and values. Relationships Education is not about the promotion of sexual activity. In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Board of Trustees

The board of Trustees will approve the Relationships and Sex Education (RSE) policy, and hold the head teacher to account for its implementation.

In addition to fulfilling their legal obligations, the board of Trustees will also make sure that:

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

Head teacher and Senior Leaders

The head teacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from components of Relationships Education (see Parents Right to withdraw section).

Teaching and Support Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way

- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of Relationships Education

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the head teacher. The teacher in charge of Relationships Education is the subject leader for PSHE.

Pupils

Pupils are supported to engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity. High quality teaching that is differentiated and personalised will be the starting point of Relationships Education to ensure accessibility for all.

Parents' Right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within Relationships Education. See Appendix 1 Requests for withdrawal should be put in writing addressed to the head teacher.

Alternative work will be given to pupils who are withdrawn from sex education sessions and the school will do its best to ensure any child that is withdrawn is treated sensitively and with respect.

Monitoring

The delivery of Relationships Education is monitored by the subject leader of PSHE or the head teacher through book scrutinies, learning walks, lesson observations and/or pupil voice interviews.

Pupils' development in Relationships Education is monitored by class teachers as part of our internal assessment systems. The subject lead will work closely with all teachers to plan and ensure the curriculum map ensures Relationship Education, RSE and Health Education programmes complement and are connected but do not duplicate content covered in other subjects. Teachers check prior knowledge and build on this into the planning process which forms a part of the Ladywood offer each term (KWL).

This policy will be reviewed annually by the PSHE subject leader. At every review, the policy will be approved by the Board of Trustees.

The Board of Trustees are responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

Curriculum

Our PSHE curriculum follows the Ladywood scheme of work – which outlines the PSHE covered by all pupils following our differentiated, 3 tiered curriculum (exploratory, functional and core tiers). Appendix 2 shows which elements are covered.

We have developed the curriculum in consultation with all teaching staff, taking into account the age and needs of the pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, ensuring their answers are sensitive to the child asking the question and the rest of the class. This could involve speaking to the child on their own or in a small group. It might also involve not answering the question there and then but involving the parents/carers in any further discussion. It is important children's questions are answered appropriately so they are fully informed and don't seek answers online. Within the current guidelines and new terminology of 'gender questioning' staff have been updated on the correct use of the terminology and moving forward will be using 'gender questioning' if such conversation or learning arises.

Strategies for Teaching

Teaching styles will be adapted to allow pupils to observe, explore and discover, and so enhance the developmental process. No single style of teaching will suit all activities. Teaching will include :-

- Differentiated approaches to match age, ability, attainments, interests and experiences of the pupils.
- Appropriate content being selected.
- Total communication approach
- Pupils being encouraged to use their abilities to problem solve, gather information and acquire new skills.
- Social interaction and co-operation being fostered and reinforced through group teaching sessions.
- Teaching the class as a whole on some occasions.
- Pupils working individually sometimes.
- Pupils receiving one to one guidance when necessary.
- Pupils being offered challenges through the careful analysis of previous attainment and well matched tasks/activities.
- Through the organisation of their teaching and learning environment, pupils will be given opportunity to generalise their learning in a variety of situations and contexts
- Development of a high quality learning environment including displays, learning walls, book corners and outside areas etc.

- Providing teaching and learning outdoors to allow children to experience learning for 'real'.
- Careful use of educational visits to maximise learning opportunities

Strategies for Learning

Effective Learning will take place via:

- Pupils taking an active part in lessons.
- Pupils and teachers having a sense of purpose.
- All staff having positive expectations of pupils.
- A good use of the opportunities to consolidate skills and the knowledge that pupils have acquired.
- Pupils being encouraged to think and communicate about their learning.
- Independent working being encouraged wherever possible.
- Pupils being given opportunities to work alone, in pairs, in groups and as part of a team.

Assessment, Recording & Reporting

In the Early Years Foundation Stage children are assessed using the Early Years Learning Goals in all areas of the EYFS curriculum under the Cherry Tree assessment system within Tapestry. 'Learning Journals' are used to evidence progress at this stage. In addition, children are being monitored on the National Baselining System.

The procedure for assessment, recording & reporting is in line with school practice for the whole curriculum. Children are assessed termly using the curriculum document and their progress is RAG rated. Children are assessed within their curriculum band in their year group: Exploratory, Foundation or Core. RSE is assessed as part of our PSHE curriculum.

The procedure for assessment, recording & reporting will be in line with school practice for the whole curriculum.

Resources will be purchased by the subject manager on an annual basis. Staff are encouraged to notify the subject manager of their needs.

For more information, all Curriculum Maps can be found on the Ladywood School website.

Training

Staff are informed on the updates of delivery of Relationships Education and it is included in our continuing professional development calendar.

The curriculum lead will also invite visitors from outside the school, such as school nurses and professionals from PLDS to provide support and training to staff teaching Relationships Education

Partnership with Parents

At Ladywood, we strive to build and maintain an atmosphere of mutual respect and dialogue in which the needs of children are paramount. We believe firmly in the need for involvement of parents and carers in the education of their children at Ladywood.

Dissemination of the Policy

The executive head, head of school, trustees, all staff members and health professionals will have access to this policy. Copies are available in school for parents on request.

Appendix 1- Parents Right to withdraw letter:



TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships education			
Any other information you would like the school to consider			
Parent signature			



Appendix 2 - Curriculum map

Let's take a look at the children's experiences of PSHE-C/RSE and health in the **Early Years Foundation Stage** at Ladywood School...

<p>Personal, Social and Emotional Development</p>	<p>PSED curriculum helps our children to develop a positive sense of themselves and others around them enabling them to lead happy and healthy lives. We aim to support our children to become more confident and independent with a strong focus on supporting self-care skills. We build strong, warm and supportive relationships with pupils to ensure that they are able to build attachments, understand their emotions and feel safe.</p> <p><u>Our Personal, Social and Emotional Development Curriculum provides...</u></p> <ul style="list-style-type: none"> • Opportunities to support parental aspirations ensuring that we work closely with parents to achieve shared goals. • The explicit scaffolding of role play and functional play through enacting scenarios and adult role-modelling. • Support for pupils to begin to recognise and manage their emotions. • A strong emphasis on the skills needed to be successful learners including: turn taking, waiting, co-operating with boundaries, working with peers and engaging in adult-led tasks. • Communication support so that our young learners can share their opinions, develop their own preferences and have a positive sense of self. • An emphasis on modelling and guiding pupils in learning how to look after their bodies, including healthy eating, and health and manage personal needs as independently as they can. • Educational visits to a range of places such as a café or supermarket which supports pupils in safely exploring their community and having first hand experiences to embed and generalise their learning. • Opportunities to build on social interaction in order to develop relationships with peers, create friendships and resolve conflicts positively. • The promotion of independence by giving children responsibilities and jobs. • Individual behaviour support through positive strategies such as first and then words, time's, behaviour symbols/ships, working for charts, I see it / I don't see it symbols and instant rewards. • Clear expectations and routines to help support and scaffold positive behaviour.
<p>Understanding the World</p>	<p>Our Understanding of the World curriculum supports children in making sense of the world around them. It is important for our pupils to have opportunities to explore their physical world and their community through a range of experiences to increase their knowledge and sense of belonging. Through educational visits and meeting important members of our society we provide first hand experiences to support our pupils in building their understanding of the world around them and also embedding vocabulary.</p> <p><u>Our Understanding of the World Curriculum allows for:</u></p> <ul style="list-style-type: none"> • Developing our pupils curiosity by role modelling and expressing enthusiasm when noticing the world around us. • Educational visits within the community to explore, learn and develop life-skills in a range of places such as parks, shops, libraries and museums. • Opportunities to meet important members of society, such as police officers, nurses and firefighters. • Celebrating and learning about a range of faiths and cultures, in order to recognise similarities and differences such as, birthdays, Eid and Chinese New Year. • Exploring cause and effect in a range of contexts. • Pupils to develop their understanding of how to care for animals and their environment through practical experiences such as watching caterpillars grow and caring for plants. • A range of opportunities to learn in different places, such as the forest, garden, soft play and within their community via weekly educational visits. • Exposure to a wide range of diverse stories, non-fiction books, rhymes and poems, identifying similarities and differences. • Use of interactive displays, topic books, proud cloud and school blog to show case of our learning inside and outside of the classroom in order to help our children reflect on their experiences. • Opportunities to develop and enrich pupils' vocabulary through first hand experiences.

Further subject links to our EYFS curriculum continued on the next page...

Physical Development

Physical activity plays a vital part in our children's development and provides them with the skills to explore the world around them and lead healthy and active lives. We place a strong emphasis on developing pupils confidence, core strength, stability, balance, spatial awareness, co-ordination and agility. Pupils are supported in developing and strengthening their gross and fine motor muscles through fun and engaging activities in order to prepare them for writing.

Our Physical Development Curriculum provides...

- A strong emphasis on promoting a healthy and varied diet where children are supported in trying new foods, tastes and textures at their own pace taking into account any sensory sensitivities.
- Gross motor support through physical activities such as climbing, jumping on the trampoline, crawling through tunnels and riding trikes, which provide the foundation for developing healthy bodies and social and emotional wellbeing.
- Educational visits that allow our learners to practice their physical skills in different places such as the park, walks in different terrains and our wild and tree curriculum.

Communication and Language

At Ladywood School communication and language is threaded throughout our curriculum and underpins everything we do. We provide a communication rich environment that develops listening and attention, understanding and speaking from the very moment our pupils arrive in school. Staff are Etklan trained and work closely with Speech and Language Therapists to ensure that pupils are provided with high quality communication and language support.

Our Communication and Language Curriculum provides...

- Opportunities for pupils to develop their 'pupil voice' through sharing their opinions and making choices
- Blank level questioning to invite pupils to share their knowledge and elaborate.
- Opportunities for conversation, storytelling and role play, where children can share ideas with support and modelling from staff.
- Attention autism strategies to engage our young learners and to develop listening, attention and improve concentration.

Relationships and Sex Education (RSE)

The RSE section of this curriculum map is broken down into 5 strands—Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; and Being safe.

Answering difficult questions:

Leaving children with unanswered questions can lead to children trying to acquire information in inappropriate ways (e.g. inappropriate internet searches). Therefore, it is important that teaching staff answer any difficult questions in a sensitive and informative way; being aware that some questions should be answered as a whole group and some questions should be answered and discussed on an individual basis. Teaching staff should also make sure that pupils are aware that they are developing at different stages and have open discussions of how these changes may affect pupils in different ways.

Right to withdraw:

Parents/carers of pupils have the right to withdraw them from all/part of the RSE curriculum at any time during the course of their school journey—please raise with the PSHC team and SLT if this affects a child in your class.

Year 4

STRANDS	CORE SKILLS & EMOTIONAL HEALTH AND WELLBEING	KEEPING SAFE & BEING A RISK TAKER	BEING HEALTHY & DRUGS, ALCOHOL AND TOBACCO AWARENESS	BEING DIFFERENT & ANTI-BULLYING	TAKING PART & ECONOMIC WELLBEING AND FINANCIAL CAPABILITY	SEX AND RELATIONSHIPS & IT'S OK TO TELL
	<ul style="list-style-type: none"> To respond to my name To begin to develop my understanding of familiar single words To gain attention from others To begin to initiate interaction with peers and adults To react to the feelings/behaviour of others eg turning around when they touch someone's hand To respond to praise To respond to sensory stimuli related to personal celebrations - eg Christmas, Chinese New Year, Father's Day, New Year To observe and participate in birthday celebrations 	<ul style="list-style-type: none"> To begin to be aware of the effects of the movements they make To begin to show an understanding of cause and effect To repeat an action to create a desired effect To repeat an action and modify an action to create a desired effect To be willing to try and explain new foods (e.g. eating, touching, smelling) To have a growing sense of self and determination To seek help when needed 	<ul style="list-style-type: none"> To get my coat To participate in events in a familiar routine (e.g. of lunch time, name time, talking, play time etc.) To actively co-operate with changing on a personal care To actively co-operate with brushing teeth To attempt to feed myself To know the function of everyday items To attempt to help with dressing and undressing 	<ul style="list-style-type: none"> To begin to be aware of themselves and what they look like To engage in an activity of own choosing To describe personal achievements To view food from various cultures To smell foods from various cultures To taste foods from various cultures To experience music from various cultures To wear clothes from various cultures To observe and participate in celebration assemblies 	<ul style="list-style-type: none"> To begin to understand that some things are theirs, some things are shared and some things belong to other people To begin to take turns To begin to engage in parallel play To begin to be involved in other play To be able to seek out others to share experience To play alongside others To respond to a few appropriate basic tasks with decreasing level of adult support To solve simple problems e.g. searching for a block from a shelf, opening a cupboard for play dough To be able to find familiar objects in their correct place 	<ul style="list-style-type: none"> To show an awareness of other people To recognise familiar adults To express a preference from a choice of 2 To be able to express own preference on a choice of 2
Functional Bridge	<ul style="list-style-type: none"> To communicate their feelings, needs, and choices, using simple 2-3 word utterances To take part in learning or play activities involving 2-3 other peers To work co-operatively and take turns appropriately with another peer, as part of an activity To begin to recognise how they are feeling 	<ul style="list-style-type: none"> To recognise changes with support To be aware of the results of their actions To show a basic understanding of how to keep themselves safe To begin to understand what 'being safe' means to them 	<ul style="list-style-type: none"> To communicate their feelings, needs, and choices, using simple 2-3 word utterances To respond to simple, one-way instructions as part of physical activity To begin to show an understanding of what 'healthy' is To actively assist in dressing, undressing and teeth brushing 	<ul style="list-style-type: none"> To express my own feelings (like or dislike) in relation to cultural experience To begin to show good social skills (e.g. sharing, taking turns) To show concern for others (e.g. empathy for others in stories through actions or gestures) To actively participate in celebration assemblies To begin to identify differences 	<ul style="list-style-type: none"> To understand an object in or something are theirs, some things are shared and some things belong to other people To respond appropriately to rules and boundaries To adjust their own behaviour appropriately to the rules of different settings (e.g. running on the playground, walking on the corridors) To have a basic understanding of money (e.g. using money to exchange for an item) 	<ul style="list-style-type: none"> To begin to respond to questions about familiar events/experiences appropriately using symbols or a real objects (e.g. what does a baby need?) To look at their family and who is important to them To explain internet safety, with support To be able to communicate their needs clearly (e.g. for the toilet)
Functional	<ul style="list-style-type: none"> To play with others To find a partner To develop literacy skills To share with others To demonstrate compassion To recognise simple body language To use I like / I don't like To make simple choices To have fun To explore feeling good / being valued / having my needs met To recognise, name their feelings and begin to give reasons why 	<ul style="list-style-type: none"> To make rules for keeping safe To know how to keep safe at home To understand the concept of risk To know how to keep themselves safe To follow rules to keep safe <u>Parents (PHE link)</u> To say No and mean No To explore 'trust' and who we can trust To recognise an adult who is not right To know who to tell when things are not right To feel comfortable in different situations 	<ul style="list-style-type: none"> To make healthy choices To practice an understanding of good hygiene To show an understanding of what is healthy and unhealthy (e.g. through cooking activity) 	<ul style="list-style-type: none"> To describe differences To explore making friends To consistently share with others To know what bullying means To identify some bullying To explore their rights To know what the UN Conventions of the Rights of the Child is <u>Children's Rights (PHE link)</u> To learn about friends - choosing, falling out, making new friends and having best friends 	<ul style="list-style-type: none"> To explore the need for rules in the classroom and why rules exist To explore right and wrong To explore families - who provides the money in my house? To know there are a range of people who help us To understand that people work for money 	<ul style="list-style-type: none"> <u>Families and people who care for me</u> To begin to understand what 'family' means - (e.g. love, security, stability) To begin to look at different types of families (e.g. families of peers within class) <u>Parental relationships</u> To begin to understand what it means to ask for permission (e.g. asking to go to the toilet) <u>Online relationships</u> To begin to research on the internet safely To know some strategies of how to keep safe online

Please see overleaf for Year 4 Core

<p>Core</p>	<ul style="list-style-type: none"> To explain their ideas and responses To work with a partner To ask questions for clarification To speak in front of a group To understand verbal/non-verbal communication To know it is ok to make mistakes To begin to explain why they made a choice To be caring To understand what it is like to "be in someone else's shoes." To deal with anger To recognize how being angry makes us feel inside To know how to respond appropriately To set goals for myself To develop self-affirmation 	<ul style="list-style-type: none"> To explore personal safety – me and my secrets/ it's ok to tell To know how to keep my body safe To explore protective behaviours To explore my safety network To understand the concept of risk To know who and how to tell To begin to recognize how other factors can influence choice To make safe choices To know how to keep themselves safe To explore Me and my secrets – it's ok to tell To explore worries and who to tell To identify when things are not right To know who to tell if something doesn't feel right <p>To know how to keep themselves safe.</p> <p>More info (PDF link)</p>	<ul style="list-style-type: none"> To make healthy choices, consistently To consistently understand and recognize influences on health To know how to maintain health To begin to show understanding about drugs and medicines To know how to keep themselves safe To begin to understand that some things that are unhealthy for our bodies and how they can affect us over time (e.g. cigarettes) 	<ul style="list-style-type: none"> To be able to identify differences To celebrate difference and how this makes our society more diverse and interesting To explore when things go wrong in a friendship To explore friendship behaviours To explore what is teasing and aggression To recognize bullying behaviours To know who you can talk to about bullying To demonstrate tolerance To begin to be able to name some of the rights of a child (link to the UN Conventions of the Rights of the Child) To reflect on the UN Conventions of the Rights of the Child if relation to their own lives <p>Create friendship (PDF link)</p> <ul style="list-style-type: none"> To understand how it feels to be lonely or excluded To understand what to do if you see someone being bullied To understand how to be a good friend 	<ul style="list-style-type: none"> To understand the difference between right and wrong To explore how to make the right choices To explore what we can buy To know how to save money To know that most people get paid for the work they do, some people don't, some people don't work 	<p>Family and friends who are for me</p> <ul style="list-style-type: none"> To explore a new baby in the family To know how to care for a baby To know about different family situations and dynamics To understand what makes a healthy family (e.g. love, security, stability, communication, sharing, commitment, time) <p>Respected relationships</p> <ul style="list-style-type: none"> To have a clear understanding of what "permission" means To be able to give examples of times when they have and haven't given permission (e.g. not giving a friend permission to play with their toy etc.) <p>Online relationships</p> <ul style="list-style-type: none"> To have a clear understanding of how to be safe online To begin to understand that making friends online can be dangerous
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Core						
<ul style="list-style-type: none"> To recognize own likes/dislikes, traits and individual preferences. To work in a pair. To demonstrate active listening skills. To speak in front of others. To negotiate in small groups. To demonstrate compassion/ empathy and tolerance. To recognize simple body language. To understand verbal and non-verbal communication. To speak using the assertive 'I' and put it into practice. To know that they have choices. To recognize the influence over choice and decisions – both internal and external. To understand compassion. To understand the feelings of others. To be confident. To know who to go to if I feel unhappy. To explore ambitions. To feel good / feel valued. To have self-belief—I know I can. To have fun / to be valued. To have the language of feelings. To know how to deal with and manage anger. To know how to deal with difficulties. To show an awareness of my own needs. To show an awareness of the needs of others. 	<ul style="list-style-type: none"> To explore personal safety in relation to hygiene / risky behaviours / self-respect. To feel comfortable / recognizing uncomfortable situations and responding appropriately. To be safe on the roads. To know about safety in the environment – health and safety rules. To explore risky situations. To explore when a risk becomes dangerous! <p><u>Links into PSHE links:</u></p> <ul style="list-style-type: none"> To explore such as – good and bad (safe and unsafe) and who to tell. To know how to keep my body safe. To explore risky behavior. To know how to recognize the feeling that something is not right. To feel comfortable / recognizing uncomfortable situations and responding appropriately. 	<ul style="list-style-type: none"> To make choices – (money, jobs) / hand washing. To understand and recognize different aspects of health – how are infections spread? To understand drugs and medicines. To know how to keep themselves safe. 	<ul style="list-style-type: none"> To explore being equal. To celebrate diversity and culture. To show respect for others. To consider how others see me? To explore being a responsible citizen. To know how to be polite, respectful and considerate. To begin to explore diversity and what it is. To begin to understand what it is a child's rights as part of the UN Conventions of the Rights of the Child. To explore the difference between wants and rights. To explore what does bullying mean? To know the difference between bullying and teasing. To understand what it feels like to be bullied. To know who you can talk to about bullying. <p><u>Links into PSHE links:</u></p> <ul style="list-style-type: none"> To know who are my friends / who are my acquaintances. 	<ul style="list-style-type: none"> To explore issues around making and breaking rules. To know that there are consequences of breaking rules. To be part of teams. To play a part of the school community. To practice recycling. To know about the importance of conservation. To explore an environmental issue. To take part in an active citizenship project. To understand that money is used in the exchange of goods and services. To understand how prices are determined. To understand that some jobs are paid more than others. To understand that some jobs are unpaid as they are 'voluntary'. To know how to keep money safe. 	<ul style="list-style-type: none"> To know about good hygiene related to body changes – linking to changes that happen during puberty. To know it is ok to express feelings and emotions. <p><u>Links into PSHE links:</u></p> <ul style="list-style-type: none"> To recognize the importance of families. To begin to look at how a baby is conceived. To understand belonging to a family. Marriage – legal commitment which is entered into a lifetime. <p><u>Links into PSHE links:</u></p> <ul style="list-style-type: none"> To understand what a relationship is. To be able to give some examples of a relationship. To work on self-respect. To develop self – esteem. To explore different types of relationships. To show respect for others. To consider how others see me! <p><u>Links into PSHE links:</u></p> <ul style="list-style-type: none"> To begin to understand that people online may not be who they say they are – eg using false names. To know the risks associated with meeting people online. 	

Case	<ul style="list-style-type: none"> To accept other people's like / dislike, traits and preferences. To work well in a small group. To demonstrate active listening skills. To confidently speak in front of others. To know how to come to a "consensus". To demonstrate compassion/ empathy and discernion. To demonstrate active speaking and listening skills. To know it is ok to make mistakes. To say no and mean it. To ask for help if a thing is going over. To explain factors which influence a choice. To make more informed choices. To know when to get help if something feels uncomfortable or if someone is trying to influence them in a negative way. 	<ul style="list-style-type: none"> To learn about personal safety in relation to govt and bad actors / teacher / children's rights. To review my safety network. To know about protective technology – and how to keep safe from abuse. To understand that accidents happen and we don't always have to blame someone but we need to consider what the risk is before we do something. To know what risk taking can be good when it means trying something new that we might like. <u>Links into RSE Book</u> To explain what is personal space/privacy and that they're body belongs to them. To know what are Govt and bad actor / Govt and bad teacher. To know how are my support networks. To know when to get help if something feels uncomfortable or if someone is trying to influence them in a negative way. 	<ul style="list-style-type: none"> To learn about positive intolerance – health lunch bowl / sports facilities. To know about some different medical conditions. To know the difference between drugs and medicines. To explain how a drug or a substance that might be harmful. To begin to explore the law and drugs. To know when to get help if something feels uncomfortable or if someone is trying to influence them in a negative way. 	<ul style="list-style-type: none"> To consider the Equality of opportunities. To be positive about difference. To explore the concept of "Best Friends". To be able to speak about and discuss the rights of the child (UN Convention of the Rights of a Child). To discuss if all children have access to their rights (e.g. child involved in conflict etc). To know – what are values? To explore expectations. To understand human rights. To understand that with rights come responsibilities. To know what is meant by a moral code? <u>Links into RSE Book</u> To understand that friendships have ups and downs. To be able to independently resolve conflicts with friends, in a range of contexts. 	<ul style="list-style-type: none"> To play their part in class and / or school council. To have a debate. To be able to communicate opinions. To understand that they can use different ways to express and communicate their views. To contribute to decision making. To begin to understand the democratic process. To learn about a referendum to a new baby. To explain what does a child cost from birth to leaving home? To know what bills do you have to pay if you own or rent a house or flat? 	<ul style="list-style-type: none"> To explore how feelings affect relationships. To recognise changing emotions. To be able to use the language of feelings. To learn about the growth of a baby to a adolescence. To know what is puberty and explore bodily changes. To explore bodily image expectations. <u>Links into RSE Book</u> To know what to ask in if they unable at home. To know what to do if a friend discloses that they don't feel safe at home. <u>Links into RSE Book</u> To know how to challenge a steady peer. To consider the physical of adolescence. <u>Links into RSE Book</u> To have a basic understanding of how it works shared and used online. To be able to critically consider people that they meet online and understanding basic reporting procedure.