



Alder Grove
Church of England Primary School



Relationship and Sex Education Policy

Policy Level and Description:	2	<u>TKAT Statutory Policy Guidance</u> SCHOOL POLICIES WILL INCLUDE CERTAIN CORE TEXT WITH SCHOOL-SPECIFIC ADDITIONS ALL Schools require a policy on this topic/area. All local governing bodies will follow and have due regard to this model when drafting their local policy.	
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Approved by: <i>(Trust Committee/Trust Board)</i>	CECE	Approved by: <i>(LGB/LGB Committee)</i>	LGB
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1. Vision and Values

The RSE Policy sits within the vision and reflects the values of Alder Grove CofE Primary School and within the vision and values of The Keys Academy Trust.

We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.

This policy should be read alongside the following Trust and School policies: Safeguarding, Online Safety, SEND, PSHE, RE, Science.

The policy was developed in line with the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DfE July 2019* and the Church of England Policy Template for RSE, November 2019.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education>

2. Aims

Through the delivery of high quality, evidence-based and age-appropriate RSE, the Trust aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their

education the Trust hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

The RSE curriculum is intended to help pupils to:

- Build healthy, respectful relationships focusing on family and friends.
- Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
- Learn about intimate relationships and sex.
- Learn about mental wellbeing.
- Develop key personal attributes, such as kindness, integrity, generosity and honesty.

The RSE curriculum will be implemented in a sensitive way, in accordance with the Christian values of the Trust, taking into account the diverse backgrounds of the communities we serve.

3. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). This would include the elements of sex education contained in the science curriculum.

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Alder Grove, we teach RSE as set out in this policy.

4. Policy development

Schools in the Trust will consult parents and stakeholders when developing and reviewing this RSE policy. This policy has been developed in consultation with staff, pupils and parents and then agreed by governors. The Trust have agreed the definition and aims, and will review them bi-annually while individual schools will review and revise the other elements of the policy annually.

5. Definition

Relationship Education concerns the development of pupils' understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds. It concerns the emotional, social and cultural development of pupils, and includes healthy living, personal identity, the importance of being in relationships with others, healthy relationships and staying safe, and respecting others.

Primary schools in the Trust may also choose to teach Sex Education, although this is not a statutory requirement for primary schools. Sex education concerns the development of pupils' understanding of sex, sexual health and human sexuality.

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

RSE will always be taught in an age appropriate manner, and will be taught in ways which recognise the cultural and religious backgrounds of all those in the school community.

6. Curriculum

Our curriculum is set out as per Appendix 3 but we may need to adapt as and when necessary. Our school will inform parents of any significant changes to curriculum content.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online. If appropriate, staff will inform parents if particular questions are raised by a child for them to discuss at home.

For more information about our curriculum, see our curriculum map in Appendix 3.

7. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Lessons will typically be delivered by the class teacher; however, health professionals may be used to support the delivery of teaching if available. Each school will ensure the delivery and content will be made accessible to all pupils, including those with special educational needs.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances. **See Appendix 2 for an overview of curriculum content taught.**

Pupils in Year 5 and Year 6 also receive stand-alone sex education sessions. Please see Appendix 3 for information about what is covered. Parents have the right to withdraw their child from these sessions. Information will be provided to parents regarding the curriculum content of these sessions. If a parent is considering withdrawing their child from these sessions, we encourage them to speak to the Headteacher.

7.1 Inclusivity

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed

7.2 Use of Resources

We **will** consider whether any resources we plan to use:

Are aligned with the teaching requirements set out in the statutory RSE guidance

Would support pupils in applying their knowledge in different contexts and settings

Are age-appropriate, given the age, developmental stage and background of our pupils

Are evidence-based and contain robust facts and statistics

Fit into our curriculum plan

Are from credible sources

Are compatible with effective teaching approaches

Are sensitive to pupils' experiences and won't provoke distress

8. Roles and responsibilities

8.1 The governing board

The Trust will review and approve the Definition and Aims of RSE across the Trust. The Local Governing body will review the remainder of the policy and approve the RSE policy for their school, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.
- RSE falls under the PSHE subject and the subject leadership of Libby Fothergill

The CDC Committee will oversee RSE in our school.

8.4 Pupils

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

9. Parents' right to withdraw

Parents only have the right to withdraw their children from the non-statutory components of RSE. All other aspects of the RSE curriculum are statutory and part of the national curriculum.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

If the decision to withdraw is made, alternative work will be given to pupils who are withdrawn from RSE.

10. Training

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

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the subject leader and Headteacher in a variety of ways. These may include:

- Learning walks
- Planning monitoring
- Pupil conferencing
- Book monitoring

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

This policy will be reviewed by the Trust annually. Following review, the policy will be approved by the Local Governing Body.

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.

- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.



Right to withdraw your child



You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Appendix 2: Curriculum Overview

By the end of primary school children will learn about:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect everyone, however different their family may be, 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 marriage¹ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.

¹ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. The legal age of marriage in England is now 18 years.

Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • 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, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts 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 are 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.

APPENDIX 3

Relationships Education curriculum map

Alder Grove CofE Primary School follows a scheme called Jigsaw; a mindful approach to PSHE (children are encouraged to be aware of their thoughts and feelings as they arise) which involves one lesson per week. Jigsaw is designed as a whole school approach, with all year groups working on the same theme at a time. Sex Education is taught through Jigsaw's 'Changing Me' units.

Some of the objectives from the Jigsaw scheme are taught through our Science curriculum. This happens in years 3, 5 and 6. All of the Jigsaw scheme for year 4 is taught through PSHE.

YEAR 3

Healthy me

Eating a healthy and balanced diet (taught in Science).

YEAR 5

Living things and their habitats (taught in Science)

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Animals, including humans (taught in Science)

Pupils should be taught to:

- describe the changes as humans develop to old age

YEAR 6

Changing me

Science (National Curriculum objective)

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Links to 'I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born'

Healthy me

Science (National Curriculum objective) - recognise the impacts of diet, exercise, drugs and lifestyle on the way their bodies function.

Links to 'I know about different types of drugs and their uses and their effects on the body particularly the liver and heart'

Reception	Personal, Social and Emotional Development Self Regulation Managing Self Building Relationships
Year 1	PSHE & Citizenship Framework 1a, to recognise what they like and dislike, what is fair and unfair and what is right and wrong 1b, to share their opinions on things that matter to them and explain their views 1c, to recognise, name and deal with their feelings in a positive way 1d, to think about themselves, learn from their experiences and recognise what they are good at 2a, to take part in discussions with one other person and the whole class 2c, to recognise choices they can make and recognise the difference between right and wrong 2e, to realise that people and other living things have needs and that they have responsibilities to meet them 2f, to understand that they belong to various groups and communities, such as family and school 3a to make simple choices that improve their health and well-being 3e, to know the names of the main parts of the body 4b, to listen to people and play and work cooperatively 4c, to recognise how their behaviour affects other people, to identify and respect the differences and similarities between people

	4d to understand that family and friends should care for each other
Year 2	<p>PSHE & Citizenship Framework</p> <p>1b to share their opinions on things that matter to them and explain their views</p> <p>1d, to think about themselves, learn from their experiences and recognise what they are good at</p> <p>2e, to realise that people and other living things have needs, and that they have responsibilities to meet them</p> <p>3a, to make simple choices that improve their health and well-being</p> <p>3b, to maintain personal hygiene</p> <p>3d, understand the process of growing from young to old and how people's needs change and that families and friends should care for each other</p> <p>3e, to know the names of the main parts of the body</p> <p>4c, to identify and respect the differences and similarities between people</p> <p>National Curriculum Science</p> <p>2a, to recognise and compare the main external parts of the bodies of humans and of other animals</p> <p>Sc2/1b, to understand that animals including humans move, feed, grow, use their senses, and reproduce</p>
Year 3	<p>PSHE & Citizenship Framework</p> <p>1b, to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals PSHE & Citizenship Framework</p> <p>1c, to face new challenges positively by collecting information, looking for help, making responsible choices and taking action</p> <p>2f, to look after their money and realise that future wants and needs may</p>

	<p>be met through saving</p> <p>3c, to understand how the body changes as they approach puberty</p> <p>3e, to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</p> <p>4a to understand that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view, to explore how the media present information</p> <p>4c to be aware of different types of relationship, including marriage and those between friends and families</p> <p>4e to recognise and challenge stereotypes</p> <p>National Curriculum Science</p> <p>2a, to recognise and compare the main external parts of the bodies of humans and of other animals</p>
Year 4	<p>PSHE & Citizenship Framework</p> <p>1c, to face new challenges positively by collecting information, looking for help making responsible choices, and taking action</p> <p>1d, to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way</p> <p>2f, to resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>3c, to learn about how the body changes as children approach puberty</p> <p>3f, to understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p> <p>4a, to understand that their actions affect themselves and others, to care</p>

	<p>about other people's feelings and to try to see things from their points of view</p> <p>4g, to know where individuals, families and groups can get help and support</p> <p>National Curriculum Science</p> <p>1a, to understand that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</p> <p>2f, to learn about the main stages of the human life cycle</p>
Year 5	<p>PSHE & Citizenship Framework</p> <p>1a, to talk and write about their opinions, and explain their views on issues that affect themselves and society</p> <p>1d, to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way</p> <p>2f, to learn about the main stages of the human life cycle</p> <p>2k, to explore how the media present information</p> <p>3c, to learn about how the body changes as children approach puberty</p> <p>4e, to recognise and challenge stereotypes</p> <p>4f, to understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity gender and disability</p> <p>4a, to understand that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</p> <p>4c to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective inrelationships</p>

	<p>National Curriculum Science</p> <p>1a, to understand that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</p> <p>2f, to learn about the main stages of the human life cycle</p>
Year 6	<p>PSHE & Citizenship Framework</p> <p>1c, to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p> <p>1d, to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way</p> <p>2e, to understand that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</p> <p>3b to understand that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread</p> <p>3c, to learn about how the body changes as children approach puberty</p> <p>4a to understand that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</p> <p>4c, to be aware of different types of relations, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p> <p>4g to know where individuals, families and groups can get help and support</p> <p>National Curriculum Science</p> <p>1a, to understand that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</p>

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition