



# Ark Blacklands Primary Academy

## RELATIONSHIPS EDUCATION, SEX EDUCATION AND HEALTH EDUCATION (RSHE) POLICY

*Together, we achieve*

Updated January 2023



# CONTENTS

|   |    |
|---|----|
| POLICY CONTEXT AND RATIONALE                          | 1  |
| PRINCIPLES OF EFFECTIVE RSHE                          | 3  |
| ENTITLEMENT AND EQUALITY OF OPPORTUNITY               | 4  |
| TEACHING AND LEARNING                                 | 4  |
| CURRICULUM  | 5  |
| ASSESSMENT  | 6  |
| RESPONDING TO PUPILS' QUESTIONS                       | 6  |
| CONFIDENTIALITY, SIGNPOSTING AND HANDLING DISCLOSURES | 6  |
| INVOLVING PARENTS AND CARERS                          | 7  |
| LINKS TO OTHER SCHOOL POLICIES AND CURRICULUM         | 8  |
| POLICY AVAILABILITY                                   | 8  |
| REVIEW DATE   | 8  |
| APPENDIX I – CURRICULUM OVERVIEW                      | 10 |

## POLICY CONTEXT AND RATIONALE

This relationships, sex and health education policy covers the Ark Blacklands Primary Academy approach to teaching relationships, sex and health education (RSHE). The core policy was provided by East Sussex County Council as an adopted model policy. This policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff and school governors. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate RSHE curriculum that addresses relevant issues, informed by analysis of public health data and pupil priorities. Consultation methods have included conducting a Pupil Voice survey with children across the school from Y1-6. Key areas identified were:

- Not all children felt the academy helped them to respect people from other backgrounds.
- Not all children felt safe at school all of the time
- Not all children knew who to talk to if they were upset or worried about something.

Pupil consultation has been used to inform the creation of the school's RSHE curriculum and this policy where appropriate.

## POLICY VALUES, AIMS AND OBJECTIVES

*“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.*

*These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’, wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”*

**-Secretary of State Foreword**

Our school’s overarching aim and objective is for pupils to be fully equipped to navigate the world independently, successfully and safely. RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons.

Our Habits of Success are:



RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSHE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

Our school’s vision for RSHE is for children to become healthy, independent and responsible members of society now and into their futures. We hope that the children at Ark Blacklands will enjoy safe and positive relationships, be aspirational and celebrate diversity.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions. They are also supported by a number of MPs and Lords.

## PRINCIPLES OF EFFECTIVE RHSE

RSHE provision at Ark Blacklands Primary Academy:

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

## ENTITLEMENT AND EQUALITY OF OPPORTUNITY

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Through consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

## TEACHING AND LEARNING

The RSHE programme will be led by Natasha Lozada taught by both teachers and teaching assistants and supported by school nurses, visitors and outside agencies as appropriate e.g. NSPCC. All staff involved in the delivery of RSHE have received specialist training to ensure that pupils receive clear and consistent approaches to RSHE throughout their time at Blacklands. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

RSHE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating,

independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

## CURRICULUM

The majority of elements of the RSHE curriculum are a statutory requirement to teach, to meet the requirements of statutory DfE guidance: Relationships Education, Relationships and Sex Educations (RSE) and Health educations, 2019 and The Equalities Act, 2010.

RSHE will be taught through a ‘spiral curriculum’. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school’s commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our intended RSHE curriculum is detailed below but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

At Blacklands, we use the Jigsaw RSHE curriculum resource to support the delivery of our curriculum which includes the following statutory elements:

### Primary

|                                |  |
|--------------------------------|--|
| <i>Relationships Education</i> | <i>Families and people who care for me<br/>Caring friendships<br/>Respectful relationships<br/>Online relationships<br/>Being safe</i>   |
| <i>Sex Education</i>           | <i>How a baby is conceived and born</i>  |
| <i>Health Education</i>        | <i>Mental wellbeing<br/>Internet safety and harms<br/>Physical health and fitness<br/>Healthy eating<br/>Drugs, alcohol and tobacco<br/>Health and prevention<br/>Basic first aid<br/>Changing adolescent body</i> |

An outline of our curriculum can be seen in Appendix I. Further information can be found on the academy website: [www.arkblacklandsprimary.org](http://www.arkblacklandsprimary.org)

## ASSESSMENT

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

## RESPONDING TO PUPILS' QUESTIONS

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise anonymous questions.

Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

## CONFIDENTIALITY, SIGNPOSTING AND HANDLING DISCLOSURES

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within RSHE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Should children have any questions or worries, during ESHE or at any other time, they can write these down and place them in the Worry Monster (EYFS and KS1) or Worry Box (KS2)> These will be regularly checked and teachers will decide whether a worry needs to be followed up with an individual or whether it forms part of a class conversation or circle time.

Teachers will conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

## INVOLVING PARENTS AND CARERS

We believe that parents are the primary educators of their children in RSHE and that RSHE is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide support to parents and carers through the availability of the resources being used as well as considering ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory Sex Education, they should discuss this with the Principal, making clear which aspects of the programme they do not wish their child to participate in. The Principal will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than what was directly said by the



teacher (although detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/carers' request to have their child excused from non-statutory sex education up to and until they leave the academy in year 6. After a child turns 16, if the child wishes to receive sex education, rather than be withdrawn, the secondary school should make arrangements to provide the child with sex education during one of those terms.

The school will document this process.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Principal may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## LINKS TO OTHER SCHOOL POLICIES AND CURRICULUM

This policy complements the following policies:

- Positive Behaviour Policy
- SEND
- Safeguarding
- Equality & Diversity

## POLICY AVAILABILITY

Stakeholders can be informed about the policy through RSHE consultation events, referencing in the school prospectus or accessing a copy from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting the school office in person or via email at [info@arkblacklandsprimary.org](mailto:info@arkblacklandsprimary.org)












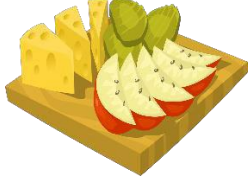
## REVIEW DATE




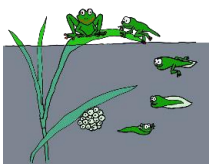




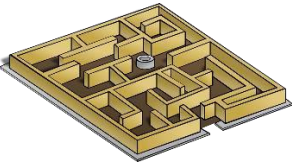


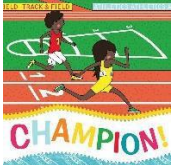
This policy will be reviewed every 2 years or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

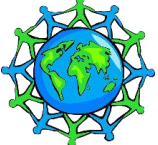


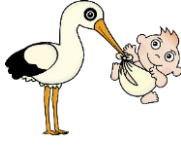
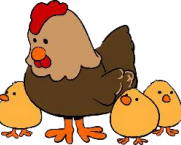



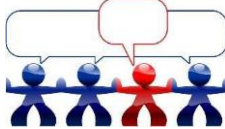



The next review date of this policy is currently set for September January 2025.




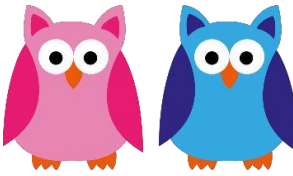


Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

## APPENDIX I – CURRICULUM OVERVIEW

|           | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|-----------|--|--|--|--|---|--|
|           | <b>Being Me in My World</b>  | <b>Celebrating Differences</b>   | <b>Dreams &amp; Goals</b>  | <b>Changing Me</b>   | <b>Relationships</b>  | <b>Healthy Me</b>  |
| Reception |   |   |                                   |                                     |                                |                                     |
|           | <i>I am learning what being responsible means</i>  | <i>I know which words to use to stand up for myself when someone says or does something unkind</i>                                   | <i>I can say how I feel when I achieve a goal and know what it means to feel proud</i>                               | <i>I understand that we all grow from babies to adults</i>   | <i>I know how to be a good friend</i>   | <i>I know what a stranger is and how to stay safe if a stranger approach me</i>  |
|           | <b>Being me in my world</b><br>Know where I belong<br>Being happy and sad<br>Playing with others<br>Class rules          | <b>Celebrating difference</b><br>Being proud<br>Celebrating success<br>I can be the same.. and different to others<br>Making friends | <b>Dreams and Goals</b><br>Challenges can be difficult<br>Ambition & resilience<br>Achieving goals                   | <b>Changing Me</b><br>Since I was a baby<br>Growing Up<br>Happy memories   | <b>Relationships</b><br>My family<br>Being helpful<br>Making up<br>Feeling angry<br>Using 'Calm Me'               | <b>Healthy Me</b><br>Name body parts<br>What is healthy?<br>Healthy food?<br>Why I need to sleep<br>Stranger awareness |
| Year 1    |   |   |                                    |                                     |                                |                                     |
|           | <i>I understand my rights and responsibilities within our Learning Charter</i>   | <i>I can tell you some ways I am different from my friends</i>   | <i>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</i>                         | <i>I can identify the parts of the body that make boys different to girls and can use the correct names for these.</i> | <i>I can tell you why I appreciate someone who is special to me</i>   | <i>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</i>            |
|           | <b>Being me in my world</b><br>Feeling special and safe<br>My class<br>Feeling proud<br>Consequences<br>Learning charter | <b>Celebrating difference</b><br>The same as...<br>Different from...<br>Bullying<br>New friends                                      | <b>Dreams and Goals</b><br>Treasure chest of success<br>Steps to goals<br>Achieving together<br>Overcoming obstacles | <b>Changing Me</b><br>Life cycles<br>Changing me<br>My changing body<br>Learning and growing                           | <b>Relationships</b><br>Families<br>Making friends<br>Greetings<br>People who help us<br>Being my own best friend | <b>Healthy Me</b><br>Being healthy<br>Healthy choices<br>Clean and healthy<br>Medicine safety<br>Road safety           |

|        | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|--------|---|--|--|---|--|---|
|        | Being Me in My World  | Celebrating Differences  | Dreams & Goals   | Changing Me   | Relationships  | Healthy Me  |
| Year 2 |    |                                       |                                  |    |                                   |    |
|        | <i>I understand how following the Learning Charter will help me and others learn</i>  | <i>I can identify some ways in which my friend is different from me</i>  | <i>I can explain some of the ways I worked cooperatively in my group to create the</i>                             | <i>I can recognise the physical differences between boys and girls, use the correct names for parts of the body and know some parts of my body are private</i>                        | <i>I can identify some of the things that cause conflict between me and my friends</i>                               | <i>I can make some healthy snacks and explain why they are good for my body</i>   |
|        | <b>Being Me in my World</b><br>Hopes and fears<br>Rights & responsibilities<br>Rewards and consequences<br>Learning charter                           | <b>Celebrating Difference</b><br>Boys and girls<br>Bullying up<br>Standing up for myself and others<br>New friends     | <b>Dreams and Goals</b><br>Goals to success<br>Learning strengths<br>Learning with others<br>Group challenge       | <b>Changing Me</b><br>Life cycles in nature<br>Growing up<br>Changing me<br>Assertiveness<br>Looking ahead  | <b>Relationships</b><br>Families<br>Keeping safe<br>Friends and conflict<br>Secrets<br>Trust                         | <b>Healthy Me</b><br>Being healthy<br>Being relaxed<br>Medicine safety<br>Healthy eating  |
| Year 3 |    |                                       |                                  |    |                                   |    |
|        | <i>I understand why creating a Learning Charter is important to help myself and others in the classroom</i>   | <i>I can tell you about the differences between me and my friends and celebrate these differences</i>                  | <i>I can identify the steps I need to take to reach my goals and dreams</i>  | <i>I can identify how bodies change on the inside and outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies</i> | <i>I can notice and resolve conflict. From this, I can build strong relationships</i>                                | <i>I understand the difference between what is healthy and unhealthy, and I am able to change my behaviours</i>                 |
|        | <b>Being me in my World</b><br>Getting to know each other<br>Our nightmare school<br>Our dream school<br>Rewards and consequences<br>Learning charter | <b>Celebrating Difference</b><br>Families<br>Family conflict<br>Witness and feelings<br>Words that harm<br>Compliments | <b>Dreams and Goals</b><br>My dreams and ambitions<br>A new challenge<br>Our new challenge<br>Overcoming obstacles | <b>Changing Me</b><br>How babies grow<br>Babies<br>Body changes<br>Family stereotypes<br>Looking ahead  | <b>Relationships</b><br>Family roles and responsibilities<br>Friendship<br>Keeping myself safe<br>Global citizenship | <b>Healthy Me</b><br>Being fit and healthy<br>What do I know about drugs<br>Being safe<br>Being safe at home<br>My amazing body |

|        | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|--------|---|--|--|---|---|---|
|        | Being Me in My World  | Celebrating Differences  | Dreams & Goals   | Changing Me   | Relationships   | Healthy Me  |
| Year 4 |    |   |    |                  |                                  |    |
|        | <i>I understand how democracy and having a voice benefits the school community</i>  | <i>I can tell you a time when my first impression of someone changed as I got to know them</i>                                       | <i>I know how to make a new plan and set new goals even if I have been disappointed</i>  | <i>I can understand what organs are needed to make a baby</i>                                       | <i>I can explain different points of view on an animal rights issue</i>   | <i>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</i>   |
|        | <b>Being me in my World</b><br>Class team<br>School citizen<br>Democracy<br>Rewards and consequences<br>Our learning charter                | <b>Celebrating difference</b><br>Judging by appearances<br>Understanding influences<br>Bullying<br>Problem solving<br>Special me     | <b>Dreams and Goals</b><br>Hopes and dreams<br>Broken dreams<br>Overcoming disappointment<br>Creating new dreams<br>Achieving goals          | <b>Changing Me</b><br>Unique me<br>Having a baby<br>Puberty<br>Circle of change<br>Accepting change | <b>Relationships</b><br>Relationship web<br>Love and loss<br>Memories<br>Are animals special?<br>Special pets       | <b>Healthy Me</b><br>My friends and me<br>Group dynamics<br>Smoking<br>Alcohol<br>Healthy friendships   |
| Year 5 |    |   |    |                  |                                  |    |
|        | <i>I understand how democracy and having a voice benefits the school community and know how to participate in this</i>                      | <i>I can explain the differences between direct and indirect types of bullying</i>   | <i>I can describe the dreams and goals of a young person in a culture different from mine</i>  | <i>I can describe how boys' and girls' bodies change during puberty</i>                             | <i>I can explain how to stay safe when using technology to communicate with my friends</i>                          | <i>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</i> |
|        | <b>Being me in my World</b><br>My year ahead<br>Being me in Britain<br>Responsibilities<br>Rewards and consequences<br>Our learning charter | <b>Celebrating Difference</b><br>Different cultures<br>Racism<br>Rumours and name calling<br>Types of bullying<br>Does money matter? | <b>Dreams and Goals</b><br>When I grow up<br>Jobs and careers<br>My dream job<br>Other cultures<br>Supporting each other<br>Rallying support | <b>Changing Me</b><br>Self & body image<br>Puberty<br>Conception<br>Looking ahead to Year 6         | <b>Relationships</b><br>Recognising me<br>Getting on and falling out<br>Relationships<br>Technology<br>Social media | <b>Healthy Me</b><br>Smoking<br>Alcohol<br>Emergency aid<br>Body image<br>Food  |

|        | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|--------|---|---|---|---|---|--|
|        | Being Me in My World  | Celebrating Differences   | Dreams & Goals  | Changing Me   | Relationships   | Healthy Me   |
| Year 6 |    |                          |                                       |    |                              |           |
|        | <i>I understand how democracy and having a voice benefits the school community</i>  | <i>I can explain ways in which difference can be a source of conflict or a cause for celebration</i>      | <i>I can describe some ways in which I can work with other people to help make the world a better place</i>             | <i>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</i>                          | <i>I can recognise when people are trying to gain power or control</i>  | <i>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</i> |
|        | <b>Being me in my World</b><br>My year ahead<br>Global citizens<br>Learning charter | <b>Celebrating Difference</b><br>Am I normal?<br>Understanding disability<br>Power struggles<br>Why bully | <b>Dreams and Goals</b><br>Personal learning goals<br>Steps to success<br>My dream for the world<br>Making a difference | <b>Changing Me</b><br>My self-image<br>Puberty<br>Girl/boy talk<br>Babies: conception to birth<br>Attraction<br>Secondary school transition | <b>Relationships</b><br>My relationship web<br>Love and loss<br>Power and control<br>Being safe with technology | <b>Healthy Me</b><br>Food<br>Drugs<br>Alcohol<br>Emergency aid<br>Emotional & mental health  |