



William Law C E Primary School

Sex, Relationship and Health Education Policy (SRHE)

Policy shared with staff on: Intranet [by email/staff briefing] April 2020

Policy confirmed by the Governing Body of William Law CE Primary School on:

Date: 29th April 2020

Signature: Sue Bennett (Virtually agreed)

Policy to be reviewed on: April 2023

1. Aims

The aims of sex, relationship and health education (SRHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- To ensure that pupils know how to recognise and manage their physical and mental well-being
- Create a positive culture around issues of relationships, friendships, difference and diversity
- To enable pupils to keep themselves safe in the real and online world;
- Teach pupils the correct vocabulary to describe themselves and their bodies

At William Law our vision is to live our lives as Jesus taught us, 'as He is the way, the truth and the life.' We fulfil this through Learning, Living and Loving together in a distinctively Christian ethos. This vision drives our ethos and values in relation to Sex and Relationships Education.

Sex education remains the same as the previous SRHE policy.

2. Statutory requirements

As of September 2020, relationship education is to become compulsory in primary schools and there will be no right to withdraw from this aspect of SRHE.

At William Law CE Primary, we do believe that SRHE is crucial for teaching respect and acceptable and at the very least tolerance of difference. It is also imperative in preparing pupils for their future lives, so they can grow up knowing how to keep safe, healthy and be prepared for adult living. Therefore, at William Law CE Primary, we do teach SRHE.

If primary academies do teach SRHE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

The equalities act 2010, outlines characteristics which are protected in law. Our SRHE at William Law covers these in the context of relationships. The only characteristic which is not represented is maternity, as this is not relevant to primary school aged children and will be covered at secondary school level. However, this is discussed when classroom staff leave for their own maternity leave. Gender is addressed through exploring male and female stereotypes and acceptance of difference. We do not cover gender reassignment as a medical procedure. Our SRHE curriculum addresses the following protected characteristics directly:

- age
- disability
- gender
- pregnancy
- marriage and civil partnership
- race
- religion or belief
- sex

As a Church of England School, we follow the guidance given by the Church of England. In the document, 'Valuing All God's Children,' it clearly states that as a church school, we should tackle homophobic, biphobic and transphobic bullying. At William Law, we are using a proactive rather than a reactive approach to this issue.

At William Law CE Primary School, we teach SRHE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their SRHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

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

SRHE is not about the promotion of sexual activity.

5. Delivery of SRHE

SRHE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of SRHE are taught within the science curriculum. Online safety is taught as part of the computing curriculum. These are all highlighted in the progression of skills document in Appendix A

When delivering sessions about names of body parts, puberty and other biological elements of the curriculum, boys and girls are taught about these in mixed gender classes. We no longer separate boys and girls. This is because both sexes need to be given this information to have a wide and deep curriculum knowledge for life. When covering this element of the curriculum, anonymous question boxes are set up and pupils post their questions in this box. These are then addressed in later sessions so that both boys and girls get the same information.

In keeping with our Christian ethos and values, we offer guidance to staff delivery SRHE on how to tackle sensitive issues around faith and other protected characteristics. When discussing marriage, we explain to the pupils that in UK law marriage is recognised between a woman and a man, man and man or woman and woman but within the context of Christianity and some other religions, marriage is only recognised as being between a man and a woman. We also teach the children that Christianity teaches us to have respect for others.

At William Law CE Primary, we will cover the following in line with the statutory guidance from the government for September 2020:

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

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 including those that are online
- Assertiveness
- Seeking help and support when required

- Informed decision-making
- Self-respect and empathy for others, including body image
- Recognising and maximising a healthy lifestyle, including body image
- Managing conflict
- Exploring difference and diversity with a view of being tolerant and accepting towards others
- Discussion and group work

These skills are taught within the context of school and family life.

We ensure that the SRHE is taught at an age appropriate time to all pupils. The possible exception to this is where a pupil has SEND needs and is working cognitively and/or socially well below their chronological age. As expected for all pupils, who have SEND at William Law, an individual tailored programme might be deemed necessary by the class teacher. If this is the case, then this must be discussed with the Headteacher first before delivering SRHE.

We use a combination of schemes to complement our SRHE and PSHE requirements as listed below:

- Cambridgeshire PSHE scheme;
- Pixl Edge
- Pixl E-Safety
- No Outsiders Programme

Appendix 1 outlines what is taught and when within school.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the SRHE policy, and hold the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for ensuring that SRHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRHE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering SRHE in a sensitive way
- Modelling positive attitudes to SRHE
- 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 SRHE

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

6.4 Pupils

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

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of SRHE.

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.

Alternative work will be given to pupils who are withdrawn from SRHE.

The National Curriculum for science outlines what should be covered at Key Stage 1 and 2, this is outlined below:

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults

Key Stage 2

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age including puberty

8. Training

Staff are trained on the delivery of SRHE as part of our continuing professional development calendar at least every three years.

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

9. Monitoring arrangements

The delivery of SRHE is monitored by Senior Leadership Team through:

- Planning
- Lesson observations
- Learning walks

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

This policy will be reviewed every 3 years. At every review, the policy will be approved by the governing body.

Appendix A

PSHE Skills Progress

<u>Themes</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
Caring friendships (Autumn)	<ul style="list-style-type: none"> To understand that friends can be different from ourselves; Starts to identify ways of being positive towards someone. 	<ul style="list-style-type: none"> To understand that you can be friends with girls and boys; Children can identify different feelings and emotions of others and themselves. 	<ul style="list-style-type: none"> To be able to work with others in your class; Children can work co-operatively with others.
Respectful relationships (Autumn)	<ul style="list-style-type: none"> Begin to understand which people they enjoy being with and the types of activities make them feel happy; To work co-operatively with others; Begin to recognise what being positive looks like. 	<ul style="list-style-type: none"> To understand difference cannot always be seen; To understand that we share the world with lots of people. 	<ul style="list-style-type: none"> To understand what diversity is; To understand how we share the world with others.
Families and People who care for me (Autumn)	<ul style="list-style-type: none"> Understand that it is okay to be different and all families are different; To understand what is good about being old and identify older members of my family; To Understand and celebrate my family makeup; To understand how members of their family and other trusted people care for and look after them. 	<ul style="list-style-type: none"> Explore their own family members and connections; To identify people in their lives who can support them by providing love and care. 	<ul style="list-style-type: none"> To respect differences in family makeups; To understand that all families are established on providing love, security and stability.
Mental wellbeing (Spring)	<ul style="list-style-type: none"> Explore what it means to have a healthy body and mind; Develop ways of expressing what contributes towards being healthy; Begin to recognise how it feels to have different emotions; To begin to recognise what they find 	<ul style="list-style-type: none"> I know what is good about myself; Identify what contributes towards being healthy; Begin to recognise what activities can make you happy and enjoy things; Become more aware of their own 	<ul style="list-style-type: none"> To Feel proud of who you are; Children understand why it is important to keep trying when attempting tasks and to be resilient; Children start to build self-awareness and can explain what they find hard or easy;

	<p>easy or hard;</p> <ul style="list-style-type: none"> • To begin to develop confidence and self-awareness; • Begin to recognise what they can achieve and do; • Identify ways to calm down. 	<p>feelings and emotions;</p> <ul style="list-style-type: none"> • Demonstrate a knowledge of the different ways feelings can be expressed; • Become better able to express their different emotions and feelings; • Children can understand what makes something challenging and the feelings associated with this; • Children can identify if a challenge is harder or easier than another; • Children can express what they have achieved. 	<ul style="list-style-type: none"> • Children can indicate what they struggle with and how it feels; • To understand what determination is; • To identify struggles and difficulties; • To develop self-awareness about feelings e.g what makes them happy or worry; • To recognise how their behaviour affects other people; • To understand how to control anger; • To understand how to be positive themselves and how to be positive to others.
<p>Physical health and fitness (Spring)</p>	<ul style="list-style-type: none"> • To understand some of the things needed to have a healthy body; • To understand what exercise is and why it is good for us; • To understand the importance of sleep for our bodies; • To begin to understand how to make choices which promote healthy living. 		<ul style="list-style-type: none"> • To know about the range of things that help make and keep them healthy; • To understand the difference between being active and sedentary, simple benefits; (Science) of regular exercise and how their bodies feel when they exercise (Science).
<p>Healthy eating (Spring)</p>	<ul style="list-style-type: none"> • To be able to name and talk about foods they like and dislike; • To understand why different foods and drink are important in order for our bodies to stay healthy and well. 		<ul style="list-style-type: none"> • To understand why healthy eating is beneficial and how it supports physical activity; • To be able to talk about foods they like and dislike with reasons why; • To recognise how foods fit within the basic food groups in the Eatwell plate, and what constitutes a balanced meal (science); • To know that everyone should eat at least 5 portions of fruit and vegetables every day (science);

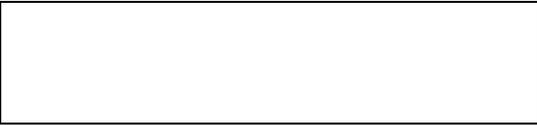
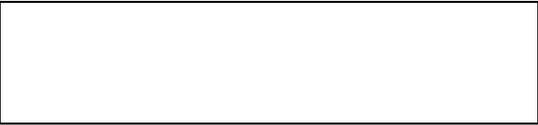
<p>Being safe (summer)</p>	<ul style="list-style-type: none"> • To be able to identify trusted adults who children could talk to and ask for help; • To be able to assess risks in the school and its grounds; • To be able to plan ahead to keep safer and understand and apply safety rules in different contexts e.g. sun, water, fire, railways; • To be able to develop a strategy to keep safer when lost; • To be able to identify safer places to play; • To be able to identify and distinguish between different touches; • To be able to recognise what a secret is; • To be able to identify how and when to tell; • To understand basic road safety skills; • To know the pants rule in regards to intimate areas of the body. 	<ul style="list-style-type: none"> • Children can understand how and what they could do to get help; • To be able to talk about situations where staying safe is important; • To identify some dangers of road traffic and understand how to stay safe as a pedestrian and a car passenger; • To develop knowledge of dangers from the sun and understand how to keep safe; • To identify the dangers of familiar places where water is present and understand how to keep safe; • To develop knowledge and skills to stay safe when they are lost; • To understand basic ways to keep safe from accidents; • To identify a range of familiar situations which might entail risk and consider ways to keep themselves safe; • To identify emotions associated with risky behaviour or situations; • To know basic personal information and know when they might need to give it; • To understand the range of people in the community who help keep us safer; • To know how to ask for help in an emergency including calling 999. 	<ul style="list-style-type: none"> • To be able to identify trusted adults and to understand what, when, who and how to tell; • To be able to assess the school and grounds, using their senses; • To be able to identify the sixth sense; • To be able to use your senses to keep safer; • To be able to identify safer places to play; • To be able to understand the need to have a strategy to keep safer; • To be able to identify and distinguish between 'yes' and 'no' touches; • To be able to recognise 'good' and 'bad' secrets and tricks; • To be able to assess risk and keep safer.
<p>Drug, alcohol and tobacco (Summer)</p>	<ul style="list-style-type: none"> • To know what goes on to and into their body; • To understand how to be safe with medicines and who are the trusted people who help them to take medicine when they need it; • To understand what medicines are and why some people need medicines. 	<ul style="list-style-type: none"> • To know basic information about what happens when substances enter the body; • To understand that all medicines are drugs, but not all drugs are medicines; • To develop an understanding of and attitudes towards medicines, health professionals and hospitals; • To recognise that there are ways to feel good and better without taking 	

		<p>medicines;</p> <ul style="list-style-type: none"> • To understand that all drugs and many household substances can be harmful if they are not used properly; • To be able to identify situations where risky substances are available and be able to ask for advice and check or say 'No, I won't'; • To recognise persuaders and pressure in risky situations. 	
Health prevention (Summer 2)	<ul style="list-style-type: none"> • To be able to identify common harmful substances; • To understand ways of looking after their body and keeping it clean. 		<ul style="list-style-type: none"> • To know how to keep themselves clean; • To understand the importance of basic hygiene practices, <i>e.g. washing hands, using a tissue</i>, and how these prevent the spread of disease.
Changing adolescent body (Summer 2)	<ul style="list-style-type: none"> • To understand and value what their bodies can do; • To describe their own appearance and name external body parts including using agreed names for the sexual parts. • To recognise similarities and differences between the bodies of girls and boys. • To understand ways in which their body has changed since they were a baby; • To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others; • To recognise how growing up makes them feel. 	<ul style="list-style-type: none"> • To know that humans produce babies that grow into children and then into adults (science); • To consider the ways they have changed physically since they were born. 	<ul style="list-style-type: none"> • To be able to identify and name body parts including the sexual parts; • To describe what their bodies can do; • To understand that they have responsibility for their body's actions and that their body belongs to them; • To appreciate how amazing their body is.

<p>Online relationships (Taught as part of computing curriculum half termly)</p>	<ul style="list-style-type: none"> • I know I need permission to chat or share photos online; • I can begin to understand how my actions online may affect others; • I know not to share personal information online; 	<ul style="list-style-type: none"> • I can identify what personal information is and who I can share it with; • I can recognise why personal information is special; • Understand that the internet provides a way of communicating with people; • Can describe how to send an email; • Demonstrate how people communicate with each other online; 	
<p>Internet safety and harms (Taught as part of computing curriculum half termly)</p>	<ul style="list-style-type: none"> • I understand what a computer is; • I know the internet is used to connect other computers and how I use it; • I can explore a website opened by a trusted adult; • I use pictures and words to find information; • I know some dangers of online apps and games and who to tell if I am worried; • I can understand that sometimes things online may make me worried or get overwhelming; • I know what to do if I feel frustrated or worried online and who to talk to about this; • I can identify different ways to stay safe in real life and online; • I know what to do if I feel unsafe online; • I know how to stay safe on the internet; • I can discuss ways to stay safe online 	<ul style="list-style-type: none"> • I know that the internet can be used to learn new things; • I know what action to take if I feel in danger including when being online; • learn how to search online by using the alphabet; • I know how to follow certain rules to remain safe online; • I know how and who to ask for help if I get stuck or feel worried; 	<ul style="list-style-type: none"> • I can explain which games I enjoy and which I don't; • I know what to do if I get into trouble or feel worried when playing a game; • I can explain some dangers of playing online games and apps; • I can explain what being careful means including being careful online and what to do if I'm worried; • I can explain how to help someone if they get into trouble online; • Understand how online stories can make you feel; • Begin to recognise online safety rules; • I can identify rules which will help me stay safe when using the internet; • I know what action to take if I don't follow a rule by mistake.



and recognise what isn't safe.



Themes	Year 3	Year 4
Caring friendships (Autumn)	<ul style="list-style-type: none"> To find solutions to disagreements; To be welcoming to others; to identify good and bad friendship choices; to be positive and value friendships; 	<ul style="list-style-type: none"> who we are connected to and how to make friends
Respectful relationships (Autumn)	<ul style="list-style-type: none"> To understand how difference can affect someone; To understand what discrimination means; Use strategies to help someone who feels different. 	<ul style="list-style-type: none"> To overcome language as a barrier; To understand what bullying is; what we mean by impressions and how you can make good impressions; why relationships are important.
Families and People who care for me (Autumn)	<ul style="list-style-type: none"> To understand what good relationships are in including when a family relationship makes them feel unsafe or unhappy; To learn about the people in your life who you can trust; To know who at school and home can support when they feel unsafe or unhappy. 	<ul style="list-style-type: none"> To know who is in our community and how they can support them.
Mental wellbeing (Spring)	<ul style="list-style-type: none"> To identify activities which form a healthy lifestyle and the importance of leading a healthy lifestyle; To understand what confidence and self-esteem and how to improve our confidence; To identify our strengths; To Understand why it is important to have a healthy mind; To know ways in which we can keep our minds healthy; To understand and identify characteristics of a growth & fixed mindset; To understand & experience the value of challenge; Understand why we need to be resilient and how to build resilience; Identify strategies to cope when things get difficult. 	<ul style="list-style-type: none"> To be who you want to be; To explain what we mean by pride and how it feels to be proud To appreciate why we are proud of ourselves and others; To understand what character traits are and be able to identify them; To understand what we mean by a positive character; To understand what grit & determination is, why it is important and how to build it; To develop a range of techniques to help us cope with our feelings and emotions; To develop a range of ways to cope with good days and bad days; managing your stress and mood; To understand how to keep our mental health in check.
Physical health and fitness (Spring)	<ul style="list-style-type: none"> I know what physical health is, how to keep healthy and why; I know what being active means, the importance of it and how to keep active daily; I know what healthy routines are, why they are important and how to create my own; I know what recharge means, why we need to do and 	<ul style="list-style-type: none"> I understand what healthy behaviours are and why we need them to have a healthy body.

	ways in which this can be achieved;	
Healthy eating (Spring)		<ul style="list-style-type: none"> • I know what healthy eating means and name different food groups and nutrients; • I can explain why foods are healthy or unhealthy; • I understand how to make healthy food choices; • I know how to read food labels and how to make healthy food swaps; • I know why water is important for our bodies and how we can drink enough water each day;
Being safe (Summer)	<ul style="list-style-type: none"> • To be able to identify trusted adults and approach them for support; • To be able to assess the school and local environment from a personal safety perspective; • To be able to identify and understand 'sixth sense' feelings; • To be able to understand safety rules and who and when to tell; • To be able to recognise what bribes and tricks are; • To be able to assess problems and risks to keep safer; • To know the basics of cycling safety (Cycling proficiency); • To be able to use assertive voice and body language. 	<ul style="list-style-type: none"> • I know when to be assertive; • I know when to question things; • To be able to talk about situations where staying safe is important; • To identify further risks with road traffic and have strategies to stay safe; • To identify different risks with fire and have strategies to stay safe; • To identify wider risks with water and have strategies to stay safe; • To identify risks when joining in with activities and visits and have strategies to stay safe; • To know some action people can take to prevent accidents in familiar settings.
Drug, alcohol and tobacco (Summer)		<ul style="list-style-type: none"> • To understand more about different types of drugs and how they can enter the bloodstream; • To develop understanding about essential use of medicines and people who use and administer them; • To know basic safety rules for medicines, including rules for storage at home and at school and be able to follow these rules; • To develop attitudes and beliefs about two legal, recreational drugs (nicotine and alcohol) and people who might use or misuse them and why; • To understand and practise how to act if harmful items (e.g. a syringe) or unknown substances are found; • To begin to recognise influences from friends, the media and other sources and how to deal with these.

<p>Health prevention (Summer)</p>		<ul style="list-style-type: none"> • To understand the benefits of carrying regular personal hygiene routines; • To consider who is responsible for their personal hygiene now, and how this will change the future; • To understand a range of ways illness and disease, <i>e.g. colds, chickenpox, head lice</i>, might be spread and how they are able to reduce this.
<p>Changing adolescent body (Summer)</p>	<ul style="list-style-type: none"> • To understand the main stages of the human lifecycle: <i>birth, baby, child, adolescent, adult, middle age, old age, death</i>; • To investigate perceptions of being 'grown up'. 	<ul style="list-style-type: none"> • To recognise the main external parts of the bodies of humans, including scientific names for sexual parts; • To understand the physical differences between males and females; • To value their own body recognise and its uniqueness.
<p>Online relationships (Taught as part of computing curriculum half termly)</p>	<ul style="list-style-type: none"> • To understand different ways of communicating online and identify the positives and negatives of doing so; • Identify how to communicate safely online; • Recognise that online friends may not be who they say they are. 	<ul style="list-style-type: none"> • I understand the importance of personal information and how to keep it safe online; • To identify incidents of cyberbullying; • I know how to keep safe and deal with cyberbullying;
<p>Internet safety and harms (Taught as part of computing curriculum half termly)</p>	<ul style="list-style-type: none"> • Recognise when it is and is not safe online; • Compare how staying safe online is similar to staying safe in the real world; • Explain and identify rules for travelling safely on the Internet; 	<ul style="list-style-type: none"> • Be able to Identify a variety of online games and apps; • Recognise the dangers of online gaming; • I know how to stay safe when using online games and apps; • To identify different types of situations we may face when being online and how to deal with them; • To know the do's and don'ts when going online.

<u>Themes</u>	<u>Year 5</u>	<u>Year 6</u>
Caring friendships (Autumn)	<ul style="list-style-type: none"> To recognise when someone needs help; The characteristics of how to be a good friend; 	
Respectful relationships (Autumn)	<ul style="list-style-type: none"> To accept people who are different from me; What connections are and why they are important; The importance of peer relationships and how they are beneficial; What respect is and how it feels; To demonstrate ways to show respect; The importance of respect in life and how to show it every day; 	<ul style="list-style-type: none"> To promote diversity; To stand up to discrimination; To challenge the causes of racism;
Families and People who care for me (Autumn)	<ul style="list-style-type: none"> To identify a support network of people who you can talk to when you need help; To consider the need for trust and love in marriage and established relationships. 	<ul style="list-style-type: none"> To have a basic awareness of responsible parenting choices including how they protect their families and children.
Mental wellbeing (Spring)	<ul style="list-style-type: none"> To understand what being mindful means, why it is important and techniques to support this; To understand what personal growth is and identify life aspirations; To understand why taking part in hobbies are important; To identify what self-management is and why it is important for a healthy mind; How we can help to manage ourselves & have self-control; To identify why plans in life are important and how to create different plans for different situations; To understand and prepare coping mechanisms and strategies for different situations including negative feelings and feeling overwhelmed; To identify effective and appropriate calming-down strategies; To understand the meaning of self-control. 	<ul style="list-style-type: none"> To understand what a balanced life means, the importance and how this can be achieved; To identify the types of activities which contribute to a balance life; To understand what habits are and the importance of them; To identify how you can change and build successful habits; To set goals to make us feel proud; To explore how to act responsibly in life and why it is important to be responsible; To understand why we need to focus on our mental & physical health; To identify techniques which will help us focus; To explore & identify a dream and ambition; The importance of role models & inspiration; To know what we mean by belief & why it is important; To know how we can believe in ourselves and boost our self-confidence; To reflect on our strengths and weaknesses; To know what motivation is and Strategies to stay motivated.

<p>Physical health and fitness (Spring)</p>	<ul style="list-style-type: none"> • To know what body health is and why we need to keep our bodies healthy; • I know how we can measure our physical health; • I know what fitness is, why we need to keep it and how to maintain it; • I can explain what rest & recovery means; • I understand how you can relax and the importance of sleep; 	
<p>Healthy eating (Spring)</p>		<ul style="list-style-type: none"> • I know what healthy eating means and why it is important; • I can name different food groups and list the best foods to eat to stay healthy; • I understand what an energy balance is and how we can maintain our energy levels; • I can explain why energy is importance for us to keep healthy & well; • I understand how calories are used for energy;
<p>Being safe (Summer)</p>	<ul style="list-style-type: none"> • I can justify my actions; • To practise asking for help when you may be worried; • To be able to talk about situations where staying safe is important; • To identify safety issues when cycling and develop understanding of how to stay safe on the roads; • To identify ways to stay safe in the sun and have strategies to keep themselves safe; • To identify a wider range of situations where they might encounter risk <i>e.g. near the railway and at home and have realistic strategies to stay safe</i>; • To understand the rules for keeping people safe at school; • To understand action to prevent a wider range of accidents. 	<ul style="list-style-type: none"> • To understand freedom; • To describe positive and negative aspects of risk taking; • To understand the consequences of taking physical, social and emotional risks; • To understand degrees of risk; • To be able to talk about situations where they have responsibility for their own safety and associated emotions; • To understand sources of pressure to behave in a risky way; • To understand and practise a range of strategies to reduce risk; • To know some of the main causes of accidents for children and young people and understand ways of reducing or preventing accidents; • To state ways of getting help when getting attention is difficult; • To know and understand where individuals, families and groups can find help; • To understand how to be supportive to others who need help in a risky situation.

<p>Drug, alcohol and tobacco (Life Education Bus Bi-Annually)</p>	<ul style="list-style-type: none"> • To explore the role of friends in our decision making; • Understand that anything that gets into our body could get into our blood, around the body and up into the brain; • Understand safety around discarded syringes; • Develop understanding of medical and non-medical, legal and illegal drugs; • Understand that all drugs have a greater impact on children's bodies than adults; • Understand the actual norms around smoking and the reasons for common misconceptions; • Develop critical thinking skills around drugs and why some people may choose to use them; • Identify characteristics of passive, aggressive and assertive behaviour; • Develop an understanding of peer group dynamics with a focus on the impact of a bystander; • Explore skills needed to function more effectively in peer group situations. 	
<p>Health prevention (Summer)</p>	<ul style="list-style-type: none"> • To understand how the media, families and friends can influence attitudes to their bodies; • To know about new aspects of personal hygiene relevant to puberty; • To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria. 	<ul style="list-style-type: none"> • To know about the facts of the human lifecycle, including sexual intercourse.
<p>Changing adolescent body</p>	<ul style="list-style-type: none"> • To identify male and female sexual parts and describe their functions; • To know appropriate terminology for use in different situations. • To know and understand about the physical changes that take place at puberty, why they happen and how to manage them. • To understand that physical change happens at different rates for different people. 	
<p>Online relationships (Taught as part of computing curriculum half termly)</p>	<ul style="list-style-type: none"> • Understand the positive and negative uses of social media; • Understand the impact of social media on our behaviour, emotions & lives; • Identify cyber-bullying and its consequences; • Learn how to deal with cyber-bullying; • Understand how to show respect online; • Understand the difference between online and face to face communication; • Learn rules for communicating online including sending images. 	<ul style="list-style-type: none"> • Understand ways to chat safely and securely online; • Understand who to trust about choices and activities online; <p>Identify how to make good choices about sharing content online;</p>

<p>Internet safety and harms</p> <p>(Taught as part of computing curriculum half termly)</p>	<ul style="list-style-type: none">• Understand what a digital footprint is;• Explore what information is appropriate to be put online;	<ul style="list-style-type: none">• Recognise the features of spam & junk emails;• Recognise some common online scams;• Identify signs that screen use has become excessive and the impact this has on me;• Take steps toward moderating screen time;• Learn about ways to manage your privacy and reputation online;• Understand what to do if you face a digital dilemma;
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Appendix B

	EYFS	Year1 (39)	Year 2 (39)	Year 3 (40)	Year 4 (36)	Year 5 (38)	Year 6 (39)
Caring Friendships (Aut 1)		Family and friends Session 1-4	Say no to bullying Session 1-6	Family and friends Session 1-5	Anti-Bullying Session 1-6 (Whole Day for Anti-Bullying Week November)	Building Relationships Session 1-3	Anti-Bullying Session 1-6
Respectful relationships (Aut 1)	Pixl Wellbeing My Mind EYFS Session 3-Connections	Pixl Wellbeing My Mind Yr1/2 Session 3- Support network		Pixl Wellbeing My Life Yr3/4 Session 4- Impressions Session 7- Relationships	Pixl Wellbeing My Life Yr3/4 Session 8- Connections	Pixl Wellbeing My Life Yr5/6 Session 1- Life connections Session 2- Support Network Pixl Wellbeing My Life Yr5/6 Session 10- Respect Pixl Wellbeing My Mind Yr5/6 Session 5- Support network	
Families and people who care for me (Aut 2)	You Choose Red Rockets and Rainbow Jelly Blue Chameleon The Family Book My Grandpa is	Ten Little Pirates Mommy Mama and Me Max the Champion My World Your World	The Great Big Book of Families The First Slodge The Odd Egg Just Because Blown Away	Oliver This is Our House Two Monsters The Hueys in the New Jumper Beegu	Dogs Don't Do Ballet The Way Back Home The Flower Red: A Crayon's Story	King and King Where the Poppies Now Grow Rose Blanc How to Heal a broken wing The Artist who painted a blue	My princess Boy The Whisperer The Island Love you Forever

	Amazing Elmer					horse And Tango Makes Three Dreams of Freedom	
Mental Wellbeing (Spring 1)	<u>Pixl Wellbeing My Mind EYFS</u> Session 1- Healthy body, healthy mind Session 2- Feelings Session 4- Challenge Session 5- Resilience Session 6- Being Positive Session 7- All about me Session 8- Being calm	<u>Pixl Wellbeing My Mind Yr1/2</u> Session 1- Being Healthy Session 2- Feelings and emotions Session 4- Happiness Session 5- Challenge	<u>Pixl Wellbeing My Mind Yr1/2</u> Session 6- Resilience Session 7- Determination Session 8- Self-awareness Session 9- Keeping Cool Session 10- Being Positive	<u>Pixl Wellbeing Yr3/4 My Life-</u> Session 1- Life Style Session 3- Confidence Session <u>Pixl Wellbeing My Mind Yr3/4</u> Session 1- Healthy mind Session 2- Healthy body, healthy mind Session 3- Ways to wellbeing Session 4- Growth Mindset Session 5- Resilience	<u>Pixl Wellbeing My Life Yr3/4</u> Session 5- Pride Session 6- Character <u>Pixl Wellbeing My Mind Yr3/4</u> Session 6- Determination Session 7- Feelings Session 8- emotions Session 9- Mental Health Session 10- Positivity Self 11- self-awareness	<u>Pixl Wellbeing- My Health-Yr5/6</u> Session 4- Being mindful <u>Pixl Wellbeing My Life Yr5/6</u> Session 3- Personal Growth Session 5- Hobbies <u>Pixl Wellbeing My Mind Yr5/6</u> Session 1- Self-management Session 2- Game Plan Session 3- coping strategies Session 4- self-control	<u>Pixl Wellbeing My Life Yr5/6</u> Session 6- Balance Session 7- Habits Session 8- Pride Session 9- Responsibility <u>Pixl Wellbeing My Mind Yr5/6</u> Session 6- Focus Session 7- Aspirations Session 8- Life Journey Session 9- Belief Session 10 motivation
Physical Health and Fitness (Spring 2)			Healthy Lifestyles Yr1/2 1-7	<u>Pixl Wellbeing- My Health-Yr3/4</u> Session 1 Physical		<u>Pixl Wellbeing- My Health-Yr5/6</u> Session 1- Body	

				Health Session 2- Being Active Session 3- Healthy Routines Session 4- Recharge		Health Session 2- Fitness Session 3- Rest and Recovery	
Healthy Eating (Spring 2)					<u>Pixl Wellbeing- My Health-Yr3/4</u> Session 5- Healthy Eating Session 6- Smart Choices Session 7- Hydration Session 8- Keeping Healthy		<u>Pixl Wellbeing- My Health-Yr5/6</u> Session 5- Nutrition Fundamentals Session 6- Energy Levels Session 7- Food habits
Being Safe (Summer 1)	Pants Rule and good touch bad touch- NSPCC pantasaurus	Safety Contexts 1-7 Managing Risk 1-7	Personal Safety year1/2 1-10	Personal safety year 3/4 1-10	Safety Contexts Yr3/4 1-6 <u>Pixl Wellbeing My Life Yr3/4</u> Session 2- Making Choices	Safety Contexts SC5/6 Sessions 1-6 NSPCC Assembly on abuse (Bi-Annually)	Managing risk MR5/6 Sessions 1-11 NSPCC Assembly on abuse (Bi-Annually)
Drugs, alcohol and tobacco (Summer 1)		HSL8 DE12 1-7			Drug Education yr3/4 1-6	<u>Pixl Wellbeing- My Health-Yr5/6</u> Session 8- Health Risks and attitudes	

Sex, Relationship Education and changes in adolescents (Summer 2)		Sex and Relationships 2 1-4	Sex and Relationships 1 1-6	Sex and Relationships 4 1-4	Sex and Relationships 3 1-6	Sex and Relationship Education SR5 Sessions 1-7	Sex and Relationship Education SR6 Sessions 1-6
Basic First Aid Training				First Aid Day- St John's Ambulance Student First Aid			
Economic Education			Natwest Money Sense workshop- How We Use Money		Natwest Money Sense workshop- It's Part Time	Natwest Money Sense workshop- Fraud Scene Investigators	

Taught as part of computing

Internet Safety and harms	<u>Pixl E-Safety EYFS</u> Session 1- A computer Session 2- The internet Session 3- Searching online Session 4- Personal information Session 5- games and apps	<u>Pixl E-Safety Yr1/2</u> Session 1- The Internet Session 2- Personal Information Session 3- Searching the internet Session 4- exploring online Session 5- using emails	<u>Pixl E-Safety Yr1/2</u> Session 6- Games and APPs Session 7- Being Careful Online Session 8- Online Stories Session 9- Online Rules	<u>Pixl E-Safety Yr3/4</u> Lesson 1- Intro to ESafety Lesson 2- Exploring Online Lesson 3- Communicating devices	<u>Pixl E-Safety Yr3/4</u> Session 5- personal information Lesson 6- Games and APPs Lesson 9- Being smart online	<u>Pixl E-Safety Yr5/6</u> Session 1- Intro to E-safety Session 5- Digital Footprints	<u>Pixl E-Safety Yr5/6</u> Session 6- Online Scams Session 8- Being online and wellbeing Session 10- Staying Safe Online Prevent lessons http://www.preventforschools.org/download/file/mmu-learning-together-to-be-safe.pdf
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	<p>Session 6- Calming Down</p> <p>Session 7- being careful</p> <p>Session 10- Staying safe online</p>						
Online Relationships	<p><u>Pixl E-Safety EYFS</u></p> <p>Session 9- be nice</p>		<p><u>Pixl E-Safety Yr1/2</u></p> <p>Session 10- Staying safe online</p>	<p><u>Pixl E-Safety Yr3/4</u></p> <p>Session 4- Communicating Online</p>	<p><u>Pixl E-Safety Yr3/4</u></p> <p>Session 7- Cyberbullying</p> <p>Session 8- Online Situations</p>	<p><u>Pixl E-Safety Yr5/6</u></p> <p>Session 2- Social Media</p> <p>Session 3- Cyber-Bullying</p> <p>Session 4- Online Communication</p>	<p><u>Pixl E-Safety Yr5/6</u></p> <p>Session7- Online Chatting</p> <p>Session 10- staying safe online</p>

Key

No Outsiders

Pixl

Cambridgeshire Scheme