

St. Antony's Catholic Primary School



Our Lady Of Grace Academy Trust
Growing and Changing:
Relationship Health Education
Religious Education Policy

Agreed by Governors: **Autumn 2024**

Agreed by Staff: **Autumn 2024**

Review date: **Autumn 2026**

Our Mission Statement

At St. Antony's Catholic School we celebrate our special talents as children of God:

We try to be like Jesus and always keep him in our hearts.

We work together in our homes, school and parish to share our gifts and learn together.

We understand that we are all different and we respect each other.

We look after our world so that we may share it together in peace.

By observing these we will be 'Learning Together In God's Love'

St Antony's Catholic Primary School is part of the multi-cultural London Borough of Newham.

We value our Christian ethos and therefore respect the Cultures and Faiths of all in our wider community.



Our Vision @ St. Antony's Catholic Primary School



Our vision at St Antony's sees our school with **Christ at its centre** as we work as an agent of positive, sustainable change, which engages all stakeholders inclusive of : Governors, Staff, Parents, Children, Church and The Wider Community. We inspire all our children from Nursery to Year 6 along with our staff, governors and parents to work collaboratively with all relevant agencies and to aspire to achieve to their fullest individual potential. St Antony's functions as a centre of excellence and an axis of positive transformation and development within our school and the wider community by enabling all among our school family to aspire to achieve self-actualisation through sound: Spiritual, Moral, Social and Cultural formation while embedding a love for lifelong learning, underpinned by holistic personal and shared philosophies. We take a positive, progressive and professional approach to life and living while upholding our core Christian and British Values, which drive us towards the achievement of the highest academic, socio-economic and sustainable life goals.



Relationships and Health Education (RHE) Policy (Growing and Changing in God's Love)

Our Relationship and Health Education Policy and approach at St Antony's provides a sound foundation and context for all our children to understand that God is central to all our relationships no matter what the type: Familial, Romantic or Matrimonial. It also seeks to embed the fact that each of them as children is evidence of God's love and therefore a precious gift from God as each is **"Wonderfully Made"** as is stated in Psalm 139-vs 14. The philosophy behind this RHE of scripture refers to the incredible nature and awe inspiring design and function of our physical bodies. The policy explores the wonder of the human body and awesome power of human sexuality- it portrays the human body as the most complex and unique organism in the world, and that complexity and uniqueness speak volumes about the mind of its Creator. Every aspect of the body, down to the tiniest microscopic cell, reveals that it we are truly **"fearfully and wonderfully made"**. Through our approach to RHE we encourage our children to grow in confidence as children of God, loving themselves because they are made in God's image as well as aiding them to become more informed, thoughtful, responsible, healthy, safe and well adjusted members of society.

It encompasses RE, SMSC and citizenship as well as relationship and sex education, drugs education, bullying awareness, safety, civic rights, duties and responsibilities, online safety, knowledge and understanding of scientific concepts and developing thinking skills.

It seeks to educate the whole person: spiritually, intellectually, morally, emotionally, socially, psychologically, and physically towards Christian maturity.

Through this policy our children will learn about relationships in the context of the Catholic Faith. Every area of school life contributes to the children's education in personal relationships and helps our children to learn to respect themselves and others, making safe, healthy and informed choices as they grow up and move with confidence from childhood through adolescence into adulthood.

Aims

- Encourage children's growth in self-awareness, self-esteem and self-respect- acknowledging that we are all created in the likeness of God
- Help children develop an understanding that love is the central foundation of all relationships
- Provide relationship and sex education in the wider context of relationships grounded in scripture
- Help children to develop a healthier, safer, informed lifestyle
- Prepare children to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom of God

- Enable children to develop a Spiritual, Moral, Social and Cultural (SMSC) compass and code of ethics rooted in Gospel values

Our Relationship Health Education (RHE Growing & Changing) Based On The TEN:TEN Curriculum Sanctioned By The CES, Diocese and DfE

Children are given opportunities to take part in activities which

- Encourage them to reflect on their own relationships with their parents and friends in order to develop an understanding of themselves, their sexuality and that of others
- Help them acquire the skills and qualities necessary to develop and sustain healthy friendships and relationships
- Develop self-confidence, self-worth and self-esteem-love for themselves
- Help them to develop positive personal attitudes and ability to make responsible decisions
- Present facts about their bodies –physical, emotional and hormonal changes in an objective and balanced manner using anatomical and scientifically appropriate terminology
- Enable them to discuss personal and emotional issues without embarrassment or fear
- Encourage them to discuss and challenge the sometimes skewed and imbalanced messages given out by their peers and the media on body image, the use and abuse of the body
- Enable them to make informed decisions to help them to assess, avoid and manage personal risk which may come in the form of abuse in all its forms and exploitation
- Develop effective ways of resisting negative peer pressures -including knowing when and where to get good help and assistance
- Use confidence, courage and assertiveness techniques to resist unhelpful pressure
- Develop the skills and knowledge to cope with emergency situations
- Help them to understand the importance of rules, rights and responsibilities
- Enable them to consider different points of view without losing their own stance and beliefs
- Explore moral, social –justice and cultural issues

Children learn about personal relationships through RE and Science as well as other areas of the curriculum such as SMSC and PSHE by way of a cross curricular, integrated approach.

Ensure all children from NurRHery to Year 6 have equal access to education in personal relationships, including Sex Education which is age appropriate, within the curriculum.

Pedagogical Principles

The teaching about love and sexual relationships in our Catholic school is rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live happily in relationship with others and be presented within a positive framework of Christian love and virtue.

The RHE programme enshrines core pedagogical virtues. It is:

- **Progressive & Developmental**

It also needs to be continuous and developmental. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their personal growth and development.

- **Differentiated**

The RHE programme is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods are adapted and specialist resources and training is provided for those with particular needs. Children, especially those with special educational needs and disabilities, are not at any point withdrawn from RHE because of lack of resources, training or to catch up in other subjects.

- **Cross-curricular**

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality is in each relevant part of the curriculum. Whilst, for example, some aspects of RHE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each is informed by the other. Each discipline speaks with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

- **Integrated**

The RHE programme ensures that there is correspondence between phases and across disciplines and also ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This is achieved by the home, parish and school working together to integrate the teaching of RHE through parents' workshops and clear communication on what is being taught.

- **Co-ordinated through conviction and commitment**

RHE is given the time and importance it deserves by those who plan and teach it in school. RHE is taken seriously by school leaders; led by the RE Lead and Team who use quality time and expertise via staff meetings/insets/discussion to co-ordinate the subject with dedication and commitment at a senior level; is taught by those

committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

- **Balanced**

Whilst promoting Catholic virtues, the school ensures that children and young people are offered a broad and balanced RHE programme which provides them with clear factual, scientific information which is relevant and meets the statutory requirements placed on schools.

RHE Curriculum is based on the TEN:TEN Scheme of Work (see Website)

The curriculum is based on three core aims within which there are broad overlapping themes. The three main themes are:

- **Created and Loved By God** (this explores the individual)
The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- **Created to Love Others** (this explores an individual's relationships with others)
God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- **Created to Live In Community – local, national & global** (this explores the individual's relationships with the wider world)
Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of all society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

Christian virtue and RHE

Each lesson features Christian virtues which are necessary for living well in relationship with others and these virtues underpin the teaching but also should emerge as a outcomes of the teaching and learning experience. Virtues are habits which are learned from experience, and are gained through imitation the same virtues being modelled by those who teach. They express the qualities of character that we seek to develop in our pupils, through our exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

As a school we celebrate a Virtue each week of the school year and therefore when the children begin their ***RHE Journey bases In The TEN:TEN Curriculum*** Based in elements of each relevant virtue and theme have been separated into individual year groups in order to ensure the its suitability regarding the age and ability of children. This is done so that the progression from Nursery to year 6 is clear and consistent and to ensure full,

complete coverage. This progression and understanding is also outlined in the Safety Ladder document which encompasses a cross-curricular approach alongside other aspects of the National Curriculum (Appendix attached).

The majority of the RHE programme is taught within the Come and See RE Curriculum. See "Come And See" RE Overview attached in the appendix . The remaining content of the RHE curriculum is planned for and taught within the final term of the academic year according to the guidance of the RE Lead and Team have found that this is the time of year when the vast majority of pupils show a readiness for the content and the time of year is appropriate and falls in line with the children making their physical transition from class to class and from Primary to Secondary School as in the case of the year 6 pupils. It is also a time when this is meaningful as many of the children in upper KS2 are experiencing or approaching puberty- so making the content being covered really relevant, meaningful and appropriate. It is also important to work in close association with feeder secondary schools so that due consideration can be given to what they will cover as a follow up to what was done at the primary level, especially for children in Years 5 and 6 as it may not always be the most appropriate time (depending on the maturity and development of a cohort) to cover the full content outlined. This is definitely a judgement call and one that needs great collaboration between KS2 and KS3 where feasible/possible.

The RHE curriculum is taught through a range of teaching strategies, including appropriate images, pictures, diagrams, video clips, books, discussion, role-play and drama. Differentiation occurs according to the needs of the children including teacher/TA support, questioning, resources, paired/groupings, time given, tasks and outcome. See SEND policy for how support is built into lessons.

The teaching of RHE is conducted in a supportive, welcoming environment where respect, trust, appropriateness and confidentiality is discussed before and after each session and adapted to the needs, age and suitability of the children. Questions are invited and according to the context of the learning or may be posed anonymously to preserve confidentiality and anonymity. Strategies are discussed with the children the appropriateness of sharing their own and others' experiences using a sentence starter such as, '*Someone I know...*' or '*a friend of mine*' can be used to safeguard individual pupils who wish to retain confidentiality-while seeking needed answers.

Safeguarding

When teaching any part of the RHE programme or any sensitive issues, children and young people who may give cause for concern or who are believed to be at risk with good reason may be reported immediately to the school's Designated Safeguarding Leads and safeguarding procedures applied as needed. See the Safeguarding Policy.

CPD

Staff training needs are consulted annually and the RE Lead ensures that training needs of staff are met building in support as needed-as not all staff are confident or competent enough to deliver these lessons. Resources(inclusive of Scheme Of Work, Power Point Presentations, Flip Charts, Diagrams, Pictograms and Flow Charts) and training must be made available as

needed in order to ensure staff are confident and skilled to teach the RHE curriculum effectively and that resources used are of a high quality. The school seeks guidance, resources and CPD from the Diocese and regularly attend training sessions offered.

Assessment and Monitoring

Assessment and evaluation is carried out by the class teachers, RE Lead and SLT to ensure consistency with the school's policy. Pupils' knowledge, understanding and skills will be assessed through pupil self-assessment, peer group assessment, teacher assessment (using the Steps To Success formative assessment process in place across the school) and whole school monitoring via Book Scrutiny process which includes staff, parents (during 1to1 consultation evenings) and governors during learning walks and link visits.

The Wider Community

The school will make appropriate use of internal and external agencies/stakeholders and Human Resources such as: The School NuRHE, The School Therapist, The School Welfare and Wellbeing Officers, The Parish Priests and Brothers, The Early Help Team, The Designated Safeguarding Lead, Safe Guarding Link Governor, our Community Police Officers and other health and wellbeing professionals who work with the school such as The District NuRHE and Nutritionist. Teachers and staff will always work alongside any such visitors when they work in the classroom or with any designated group of children.

Confidentiality

Relationship and sex education requires sensitive teaching which is matched in particular by the specific needs and concerns of children. Teachers use their professional judgement when addressing issues in relationship and sex education and careful consideration is given to the inevitable wide and varied experience and backgrounds of the children in the class.

All teachers involved in relationship and sex education are required to be sensitive, credible, empathetic and confident.

The Governing Body

The Governing body and Foundation Governors in particular recognise their responsibility to ensure that the relationship and sex education curriculum (growing and changing) reflects the Church's teachings.

The Role of Parents

This policy recognises that parents are the primary educators of their children and offers the fact that the school will seek to support all our parents with this most precious of duties and reminds them of this at each Parents' Information Evening. The Governing Body fully subscribes to the Core Christian Values, Holy Traditions and Social Teachings of the Catholic

Church and to this end the Governors will always strive to ensure that parents are supported in their effort to support the school with the education of their children in all aspects of the curriculum on offer at the school. It is for this reason that parents are consulted and kept informed when any changes and developments are made to any aspects of the curriculum inclusive of the RHE curriculum and policy guidance routinely as part of Information Evenings. It is on these occasions that the head teacher outlines what the curriculum offers to all pupils inclusive of what is taught in RE and RHE. The Head and SLT regularly engage with and support parents with navigating and garnering a fuller understanding of all that is taught via Religious Education which is supported by the Primary RE advisor of the Diocese as well as by the Parish Priests and Pastoral Team of the school.

Rights and Responsibilities

Schools must consider that parents have the right to withdraw their children from Relationship Health Education sessions by law if they so desire- dependant on their cultural beliefs and practices; as all Catholic schools are inclusive and will have pupils from families with a range of beliefs and practices- usually, most parents don't action this right. This is largely because of the dialogue/relationship between the school and parents as well as because of the school's approach which is shared with parents through letters and Parents Information Meetings. However, parents are not allowed to withdraw pupils from those areas of the RHE which are normally expected to be covered routinely as part of the Science National Curriculum. They are always invited to discuss any concerns that they may hold confidentially with the head teacher or SLT.

Protocol

Parents must notify the Governors formally (by letter) if they decide to withdraw their child from the relationship and sex education programme. When a child is withdrawn from the programme however the onus is then on the parent to cover the content that would have been taught in class with their child at home- the school should provide the necessary information and resources for parents to support the RHE education at home.

Other Policies and the Wider Curriculum

This policy supports and complements a wide range of other policies including: SEND, Teaching and Learning, Safeguarding, Health and Safety, Science, Computing and E-Safety and RE. Learning in RHE is taught in a meaningful, relevant context using a cross-curricular context and approach. Specific teaching for topics in RHE for all year groups is outlined on termly overviews posted on the school's website as well as sent home to parent via the school's newsletter as well as in the RE medium term plans and weekly subject planning.

Review

This policy is reviewed updated biannually.

Appendix 1

VIRTUE OF THE WEEK ANNUAL OVERVIEW				
Week	Month	Virtue/Value/Focus	Term & Core Events	Church Season
1	September	Vision/Inspiration	Staff Inset & Induction	Ordinary Time
2	September	Enthusiasm	New pupils Induction	Green Altar Cloth in all classes
3	September	Responsibility	Baseline assessments	
4	September	Helpfulness	Review of Policies	
5	September	Reliability	Review of procedures	
6	October	Joyfulness	Review of Curriculum	
7	October	Self-Discipline	Black History Month	
8	October	Excellence	BHM Performances	
Half-Term may fall after 6th-8th week depending on the calendar year				
9	November	All Saints / Souls	All Saints/Souls Mass	Ordinary time
10	November	Remembrance	Armistice Ceremony	Green Altar Cloth
11	November	Orderliness	Reflection	Feast of Christ the King
12	November	Assertiveness	Adoration	End of Church Year
13	November	Forgiveness	Reconciliation	Advent- Purple Cloth
14	December	Confidence	EYFS Christmas Concert	Start of New Church Yr
15	December	Jesus	KS1 Christmas Concert	Reconciliation
16	December	The Holy Family	KS2 Christmas Concert	Christmas (Gold/White)
CHRISTMAS HOLIDAYS MAY FALL AFTER THE 3RD WEEK IN DECEMBER depending on the year				
17	January	Kindness	Assess effectiveness	Epiphany-Kings
18	January	Respect		Ordinary Time
19	January	Co-operation		
20	January	Patience		
21	Jan/Feb	Honesty		
22	February	Thankfulness	Half Term Assessments	
Half-Term may fall after 6th-7th week depending on the year *Ash Wed. can be in February or March				
23	February	Determination	Preparation for SATs	Lent
24	Feb/March	Courage		Reconciliation
25	March	Love		Adoration
26	March	Gentleness		Reflection
27	March	CAFOD		Sacrifice/Giving
28	March	Generosity	EOT Assessments	Charity
29	April	Holy Week	Easter Story Performance	Passion of our Lord
EASTER HOLIDAYS MAY FALL IN MARCH OR APRIL DEPENDING ON THE CALENDAR YEAR				
30	April	Justice	Preparation for SATs	EASTER-New Life
31	May	Mary -Our Blessed Lady	Year 6 SATS	Resurrection
32	May	Friendliness	Year 2 SATS	Rosary
33	May	Peacefulness	Final RE Assessments	Marian Procession
34	May	Creativity	Sacrament of	
35	June	Caring	Holy Communion	Pentecost
36	June	Refugees		Red Altar Cloths
37	June	Trustworthiness	EOY Assessments	
38	June	Consideration		
39	July	Loyalty		Ordinary Time
40	July	Achievement	End of year Awards	
41	July	Celebration	Leavers Ceremony	

Appendix 2

KEY PRINCIPLES OF CATHOLIC SOCIAL TEACHING

(taken and adapted from Anne Neuberger)

Ages 3 – 6years

The Dignity of the Human Person

God made each of us, which means each of us is very special. It is not important if you are tall or small, or happy or sad, or if you have many toys or no toys. What is important is that each of us is special because of God's love. And we must treat others in a caring way because they were made by God too.

We Are Called to Live as Family and Community

Jesus knows that people can only be happy if they have families and friends. He tells us that we can let these important people help us. He asks us to help them too.

Rights and Responsibilities

All of God's people need these things: food, work, clothes, a home, a school, and a doctor to help when they are sick. Every single person on earth needs these. Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this.

We Are Called to Stewardship

God made the earth and sky. God made all the people all over the world. God made the spiders and dogs and butterflies and tigers and pandas and all the other animals. God made the tulips, the trees, the tomatoes and all the plants. And, God tells us we must take good care of them. It is an important job.

An Option for the Poor and Vulnerable

You need food, water, a house, your school, a good doctor and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But there are many people who do not have these things. Jesus wants us to take extra good care of these people.

The Dignity and Rights of Workers

All people work in some way. Their work should be safe and helpful to them because God made them. By our work, we help ourselves and others, and we show our love to God.

Solidarity

All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family—God's family.

Promotion of peace

When we fall out with our friends we must say sorry, try to put things right and then try to be even better friends. We must always try to live in peace and get on with everyone. This is not easy but Jesus wants us to keep on trying.

Appendix 3

KEY PRINCIPLES OF CATHOLIC SOCIAL TEACHING

(taken and adapted from Anne Neuberger)

Ages 7 -11

The dignity of the human person

God made each one of us. This makes us incredibly special. It doesn't matter who we are, who our friends are, what we own, or what we look like. What matters is that we are special because we are God's children. This means that we must treat others with respect and fairness because God made us all.

We are called to live as family and community

Jesus understood that people need each other. We all need our families, friends and neighbours. He tells us that these important people can help us. Jesus says we must help them too. Doing this, we create a loving community where everyone can live life to the full.

Rights and responsibilities

All God's people have the right to food, work, clothes, a home, school and medical care. These 'rights' are things that every person on earth needs in order to live a full life. But many people do not have them. Jesus wants people who enjoy these rights to help their sisters and brothers obtain their rights. It is not enough to feel badly for others. Jesus says it is our responsibility to see that everyone receives his or her rights.

We are called to stewardship

The earth and all life on it is God's creation. We are called to take care of it because it is a holy gift from God and the only place we can live. When we make bad or thoughtless use of the world's resources, many people suffer. When we make good choices about how we treat other living things (people, animals, plants) we help all living things to live as God intends. Making wise choices about the care of God's creation is called good stewardship.

An option for the poor and vulnerable

Every person needs food, water, work, housing, school, and medical care. Those who do not have these are poor. Our Church teaches that these sisters and brothers must be treated with extra respect and extra care and have access to what they need. Those who are not poor must share what they have with others because the gifts of God's world are for all people.

The dignity and rights of workers

Everyone's work is of value. There are many kinds of work. In each job, workers deserve to be treated with respect, work safely, work reasonable hours, and earn fair wages. They deserve this because they are made by God. Our work gives us the means to live, but it is also a chance to use the talents God gives us. Our work is our way of cooperating with God to help create a better world.

Solidarity

The world's peoples are interdependent. That means we need each other if we are to live. We must work together if we are to go on living. When we walk alongside our sisters and brothers around the world and learn from each other, we call this solidarity. Even though there are huge distances between us, we are still one family—the family of God.

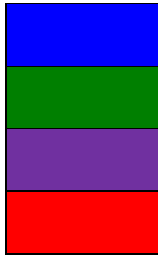
Promotion of peace

We are called to forgive others. When we have done something wrong we must try to put things right not just by saying sorry but by changing our behaviour. Jesus teaches us to live in peace with one another. He says we must forgive those who hurt us and make friends again. This is not easy and we all need to work at promoting peace in order to have one just world.

Appendix 4

Safety Knowledge & Skills Development Ladder

Linked To RHE & SMSC For: Key Stages: EYFS, KS1 & KS2



E-Safety

Keeping Healthy

Relationships and Health Education (RHE-TEN:TEN)

Staying Safe including Drug Education

EYFS & Year 1

- I can name the main parts of the body and know that we are created in God's image
- I understand differences between male and female and can name the main parts of the body, including sexual parts (penis/vagina)
- I know which areas of the body are private
- I understand that babies become children and then adults
- I know how to look after my body
- I know that there are different kinds of relationships – family, friends and others
- I know that there are different types of families
- I can say people who are special to me, what makes them special and how special people should care for one another
- I know family and friends should care for each other
- I know there are good and bad secrets
- I can judge what kind of physical contact is acceptable, unacceptable, comfortable and uncomfortable and how to respond (Including who to tell and how to tell them)
- I understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- I know the role of medicines in promoting health and the reasons why people use them
- I know the school rules about personal hygiene and medicines
- I know that there are healthy and less healthy drinks and some drinks that are for adults (e.g coffee, alcohol)
- I recognise the need for safety rules – road, fire, school environment, playground and home
- I know there are people and services who can help us
- I know simple rules about medicines and other substances used in the home, including solvents (bleach, cleaning product) and that they can be harmful if not used properly
- I know the importance of personal hygiene – regular washing, bathing, showering
- I know what my body needs to stay healthy, including physical activity, rest, healthy eating and oral health
- I know that change and loss can affect feelings, including moving home, losing pets, friends, or family.
- I know who to go to if I am worried
- I understand that I can find a range of information from the internet
- I can navigate age-appropriate websites
- I know what to do if I find something inappropriate online
- I know that the internet can be used to communicate with others
- I understand that we should respect the work of others which is stored or presented electronically

Year 2

I use appropriate language for body parts e.g penis and vagina

I know which parts of my body are private

I know the difference between male and female humans and animals

I understand the importance of valuing of one's own body and recognising its uniqueness

I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (PANTS are Private – NSPCC link)

I know that people can do different things according to age and development and that people grow from young to old

I know some people have fixed ideas about what boys and girls can do

I know that there are good and bad secrets

I know I share a responsibility to keep myself and others safe, when to say, *yes, no, I'll ask, I'll tell...*

I can recognise, name and deal with my feelings in a positive way

I know that other people's families are different to mine

I can listen to other people

I use simple skills which will help to maintain my personal safety including staying safe around hazardous or unknown substances alone or with friends

I understand that all drugs (cough syrup, paracetamol, Calpol, caffeine, alcohol) can be harmful if not used properly

I know the dangers from handling discarded syringes and needles

I know who to go to if I need help or am worried

I can make simple choices to improve my health and well-being

I know that change and loss can affect feelings, including moving home, losing pets, or family.

I can use the internet purposefully and safely to answer specific questions

I know that not everything on the internet is true

I am able to send suitable and purposeful emails with help I can demonstrate an understanding of E-safety when communicating online

I am aware that people communicate using social media/gaming and the importance of privacy and staying safe

Year 3

I can identify different types of relationships and show ways to maintain good relationships

I understand that relationships may change over time

I can judge what kind of physical contact is acceptable or unacceptable

I know who to go to if I need help

I understand that all families are different and have different family members

I can describe how my body has changed since I was a baby

I can judge what kind of physical contact is acceptable or unacceptable

I know that individuals have rights over their own bodies and there are differences between good and bad touching

I understand about personal space

I know how to deal with unwanted touch

I know who to go to if I needed help

I know that marriage and civil partnerships are examples of loving relationships

I can make simple choices to improve my health and well-being, including healthy eating, physical exercise, oral health and emotional wellbeing

I can identify and explain how to manage the risks in different familiar situations.

I can make judgements and decisions and use basic techniques for resisting negative peer pressure

I can list the commonly available substances and drugs that are legal (cough medicine, paracetamol, Calpol, caffeine, alcohol) and illegal (tobacco and aerosols) and describe some of the effects and risks of these

I know how to keep myself and others safe when using roads

I know school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs I understand that it is alright to break a secret in order to keep me safe

I can use the internet purposefully and safely to answer specific questions.

I know that not everything on the internet is true

I know the difference and risks of communicating using email and online in a discussion forum

I am able to send suitable and purposeful emails

I can demonstrate an understanding of E-safety when communicating online

Year 4

I am learning to feel good about myself and my body

I know the importance of taking care of my own body

I know I have the right to protect my boy from inappropriate and unwanted contact

I understand the language used to describe feelings and changes

I understand the main stages of the human life cycle

I know some of the ways that my body and emotions will change as I grow into an adult through the stages of puberty including physical differences (height, weight, perspiration, changes in skin)

I know that puberty is linked to reproduction

I know the names for different male and female body parts and introduce their functions (vagina and penis are organs used to excrete bodily waste and are the organs involved in sexual reproduction)

I can respond appropriately to other people's feelings

I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people different from me

I am aware of different types of relationships including those between friends and families, civil partnerships and marriage

I can identify some factors that affect emotional health and wellbeing e.g. relationships

with family and friends, stress levels, physical activity, diet, self-image, media

I can make informed choices about healthy eating and exercising

I can use the internet as a resource to support my work, and begin to understand plagiarism

I know that not everything on the internet is true and know what to do if I access something inappropriate

I can use a range of online communication tools to exchange information and collaborate with others within and beyond my school e.g. school blogs, email, instant messaging, social networking, online gaming and mobile phones

I understand the need to keep some information private in order to protect myself when communicating online (passwords, address, distributing images of myself and others)

I begin to recognise how electronic communications may be used for manipulation or persuasion

I can take responsibility for my own choices, behaviour and safety and realise that actions have consequences

I can begin to understand some of the influences on my personal choices in relation to smoking or other substances (caffeine, alcohol, tobacco) and the consequences of those choices

I have some strategies to cope with peer influence and peer pressure and can apply these to a range of scenarios, including substances I know who to go to if I need help

Year 5

I can name the parts of the male and female reproductive organs

I know and can explain the ways in which boys and girls grow and develop in puberty physically and emotionally

I understand how to manage the physical and emotional changes of puberty

I understand the importance of good hygiene routines as I grow into an adult

I know where I can get support during puberty both within and outside of school

I know where individuals, families and groups can get help and support

I understand the safe and simple routines to prevent the spread of bacteria and viruses

I am aware of different types of relationships including those between friends and families, civil partnerships and marriage

I recognise that as I approach puberty, how people's emotions change and how to deal with my feelings towards myself, my family and others in a positive way

I know where individuals, families and groups can get support

I know that marriage is a commitment freely entered into by both people and that no one should enter a marriage if they don't want to

I know what makes a healthy relationship and understand that sometimes people make bad choices and abuse the person they are in a relationship with

I am aware that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability

I can identify a range of risks connected to realistic and relevant drug situations for my age

I understand the influence of peers in making risky or unsafe choices and feel confident to deal with these influences

I know which commonly available substances and drugs are legal and illegal, their effects and risks and can identify and use strategies to reduce those risks

I know the dangers from handling discarded syringes and needles

I understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

I know who to go to if I need help

I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors that affect mental health, including positive self-image

I know how to make informed healthy lifestyle choices

I can recognise the need to ask appropriate questions to find answers

I understand that good online research involves processing the information (rather than copying) and interpreting it for others

I recognise that not all information on the internet is accurate or unbiased (advertising) and am able to develop strategies for identifying the origin of a website

I recognise issues of copyright and the importance of acknowledging sources

I can use online tools to exchange information and collaborate with others within and beyond my school and begin to evaluate their effectiveness

I understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school, including the distribution of images of myself and others

I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users

I can evaluate my own use of web-publishing tools and how I present myself on-line

Year 6

I can recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable

I can name and explain how the human reproductive organs in males and females work

I know the ways in which boys and girls grow and develop in puberty and how the body is prepared for reproduction and that this development can happen at different times for different young people between the ages of 8/9 to 16

I know the age at which a person in the UK is able to consent to sexual activity and I understand what *consent* is

I know some facts about human reproduction including conception, pregnancy and birth and that contraception can be prevented by the use of contraception (condoms)

I understand that there are lots of things to consider before having a baby

I know how to keep my body healthy and clean during puberty

I recognise that as I approach puberty how people's emotions change at that time and how to deal with my feelings towards myself, others and my family in a positive way

I know some of the reasons why adults choose to have sex in a relationship and that this can be influenced by cultural and religious views

I know that female genital mutilation is a crime and how to get support if I have fears about myself and others

I am able to recognise and challenge stereotypes

I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including gay lesbian, bisexual and transsexual and those suffering from poor mental health), and how to respond to this and ask for help

I know some of the ways that people show they love and care for each other in a relationship

I understand that there are different types of adult relationship and can explain the qualities of a positive relationship

I have thought about when it is appropriate to share personal information in a relationship

I know families are important for having babies and bringing them up

I understand that abuse in relationships is against the law and know where people can go for help in this situation

I know that civil relationships and marriage are a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.

I know that there are some cultural practices which are against the law and universal rights e.g honour based violence, forced marriages, human trafficking etc.

I understand the effects, risks and consequences of drug use on the body and mind, including addiction and the effect on young children who are still growing.

I know basic emergency aid procedures (IMPS)

I know that pressure to behave in an unacceptable or risky way (social media, relationships) can come from a variety of sources, including people I know

I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences

I understand the influence of the media in relation to alcohol and drugs and know where to access reliable sources of information and support around substances (FRANK)

I understand the basic law in relation to substances

I understand that there are a range of influences for example the media that can have an effect on physical and emotional health and wellbeing, e.g. eating disorders etc...

I recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website

I understand the issues of plagiarism, copyright and data protection in relation to my work

I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school

I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online (CEOP Resources, Sexting, Internet Footprint and Traceability)

I understand the importance of protecting personal information, including passwords, addresses and images

