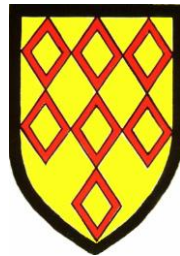


West Sussex Education Authority

Nyewood CE Infant School

"SMILING, CARING AND LEARNING TOGETHER ON A JOURNEY WITH GOD"



Relationships, Sex and Health Education Policy

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1. Aims

By fostering an understanding of the life and teachings of Jesus, in accordance with the beliefs and traditions of the Church of England, we develop in our children an understanding of their own **uniqueness** and **spirituality**; recognizing in ourselves and others that we are all different and all have gifts to share.

The aims of Personal Social Emotional Development, inclusive of Relationships, Sex and Health Education at Nyewood CE Infant School are to:

- Provide a framework in which sensitive discussions can take place;
- Provide pupils with a knowledge about the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Statutory Requirements

This policy has been devised following the guidelines from the government to adapt and deliver a curriculum inclusive of Relationships and Sex Education. The curriculum must, “...support all young people to stay safe and prepare them for life in modern Britain by making Relationships Education (Primary) and Relationships and Sex Education (RSE - Secondary) in addition to Personal, Social, Health and Economic Education (PSHE - both) statutory in all schools” (DfE, 2017).

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education” (DfE, 2019).

As such, this policy outlines how relationships and health education will be delivered at Nyewood CE Infant School.

3. Policy Development

This policy has been developed in consultation with staff, colleagues from Nyewood CE Junior School, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the RSHE Team 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 share their views and offer comments about the policy;

4. Pupil Consultation – We investigated what pupils want from their relationships education;
5. Ratification – Once amendments were made, the policy was shared with governors and ratified.

4. Definition

To ensure we devise a broad and balanced curriculum to include all aspects of Personal, Social and Emotional Development, inclusive of health and relationships education, the school has adopted the West Sussex approach entitled Education for Safeguarding (E4S). The curriculum has been planned around the cornerstones; each defined below:

- Physical Health and Wellbeing Education: Learning about the characteristics of good physical health, wellbeing and the connections between our bodies, minds and wellbeing.
- Relationships Education: Learning about the emotional, social and physical aspects of growing up and about a range of different relationships.
- Emotional Health and Wellbeing education: Learning about the characteristics that contribute to positive mental health and explore how best to maintain these.
- Digital Media and Literacy: Learning about the internet, whilst equipping them with the skills to recognise risks and to develop strategies to keep safe online.

(Definitions from West Sussex E4S 2019)

5. The Nyewood Way

Teaching and Learning in the RSHE Curriculum

Across both Nyewood CE infant and junior schools, our RSHE curriculum overview is built from West Sussex County Council's 'Education for Safeguarding' (E4S). The West Sussex E4S curriculum is based on the Department for Education Relationships, Sex and Health Education (RSHE) guidance alongside numerous national frameworks, including the PSHE Association, but adapted and enriched for schools in West Sussex. The approach has been developed via a multi-agency consultation, combining teams from Safeguarding in Education, Contextual Safeguarding and Health and Education in West Sussex.

Each year group covers elements of the four cornerstones of E4S once a year; these cornerstones are Digital and Media Literacy, Physical Health & Wellbeing, Relationship and Sex Education and Emotional Health and Wellbeing. Digital and Media Literacy had been planned alongside the computing curriculum to ensure full coverage of internet safety.

Both Nyewood schools use E4S to ensure that children from Reception to Year Six are taught all elements of RSHE consistently throughout their primary education.

Whilst some of these points may seem mature, it is important that the children are exposed to each of them to offer a broad curriculum, which positively impacts their health and wellbeing long term, as well as considering safeguarding. In some areas, where appropriate, points will be discussed through story and through situations happening to theoretical/made up characters so that children can access and engage with the material at hand. With this in mind, however, it is important to not shy away from 'difficult' or more mature topics, rather dealing with them in an age appropriate way which engages the children and allows them to access the material.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

6. Delivery of RSHE at Nyewood CE Infant School

As an infant school, our children are taught the statutory components of relationships and health education as part of the overall RSHE curriculum. Some aspects of this curriculum are taught through our teaching and learning in science and some through our personal, social and emotional development curriculum.

Our approach will be considered by class teachers on an individual basis as to the suitability of some lessons for children with special educational needs and disabilities (SEND) and discussed with parents as appropriate.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures). We will also ensure that we reflect sensitively that some children may have a different structure of support around them (for example, children who are looked after or young carers).

7. Roles and Responsibilities

7.1 The Governing Body

The governing body has delegated the approval of this policy to the school however; governors have ratified the new policy following the consultation process.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE. Please note that as no non-statutory aspects are taught within the infant school and so the right to withdraw does not apply (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way;
- Modelling positive attitudes to RSHE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE (not applicable within the infant school curriculum aspects);
- All class teachers are responsible for the delivery of RSHE lessons. Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

7.4 Pupils

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

8. Parents' Right to Withdraw

Parents have the right to withdraw children from sex education delivered as part of the RSHE curriculum.

Sex education is not taught at Nyewood CE Infant School, the curriculum is made up only of health education delivered through the statutory science and PE curriculum and relationships education. Parents do not have the right to withdraw their child from these curriculum aspects.

9. Training

Staff are trained on the delivery of RSHE by the RSHE Team and it is included in the continuing professional development provision as required.

10. Confidentiality, Safeguarding and Child Protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns to the Designated Safeguarding Lead as outlined in the safeguarding policy and in line with local safeguarding procedures.

11. Monitoring Arrangements

The delivery of RSHE is monitored by the school RSHE Team and the school's Senior Leadership Team (SLT) through:

- Planning scrutinies;
- Book scrutinies;
- Learning walks;
- Pupil conferencing.

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

This policy will be reviewed by RSHE Team annually and after every review, the policy will be approved by the SLT.

Appendix 1: Curriculum Map

Nyewood CE Infant School

Skills Progression

RSHE

Curriculum Intent

The **intent** of our curriculum is that it will secure our vision that at Nyewood Church of England Infant School our children are **confident, happy** and **independent learners** who take an active role **together in God's world**.

RSHE Intent:

At Nyewood C E Infant School, all children develop their attitudes and values, personal and social skills, knowledge and understanding, to flourish and become successful citizens in God's world.

EYFS

Emerging Towards Expectations

Working At Expectations

Exceeding Expectations

Autumn Term

New Beginnings

Children know...

- the name of their class and the class teacher
- the key areas of our school and how to access them.
- what our school promises are and how they can show them.
- Key the adults and other in their immediate peer group within the EYFS.

Children can...

- become familiar with our school.
- develop a sense of belonging by in becoming part of our Nyewood family.
- understand the expectations, boundaries and routines.
- form good relationships with adults and other children.

<p>Physical Health and Well-being</p> <p><i>Eating well and being active</i></p>	<p>Children know...</p> <ul style="list-style-type: none"> • Where the toilets are in school • To wash their hands before eating and after using the toilet. • How to take off and put on their own coat. • That certain food, drink, exercise and sleep help us to keep healthy. <p>Children can...</p> <ul style="list-style-type: none"> • To be increasingly independent in meeting their own care needs • Make healthy life choices. 	<p>Children know...</p> <ul style="list-style-type: none"> • How to dress and undress independently. • How to manage their personal hygiene and why this is important. • How to make healthy life choices <p>Children can...</p> <ul style="list-style-type: none"> • manage their own needs in terms of basic hygiene and personal needs (ELG Managing Self) • talk about different factors that link to their health and wellbeing. 	<p>Children know...</p> <ul style="list-style-type: none"> • about the different factors that link to their health and wellbeing. • what happens if they don't care of their health. <p>Children can...</p> <ul style="list-style-type: none"> • make positive life choices to keep themselves healthy. • explain what happens if they don't take care of their health
	<p>Emerging Towards Expectations</p>	<p>Working At Expectations</p>	<p>Exceeding Expectations</p>
<p>Spring Term</p>			
<p>Being Safe</p> <p><i>Worries and asking for help.</i></p>	<p>Children know...</p> <ul style="list-style-type: none"> • about people who help us in school, at home and within the community. <p>Children can...</p>	<p>Children know...</p> <ul style="list-style-type: none"> • To know who to go to when they need help. • To be able to say yes or no. • Explain reasons for rules, know right from wrong and behave accordingly (ELG, Managing Self) 	<p>Children know...</p> <ul style="list-style-type: none"> • about body privacy and that some parts are private. • what is right and wrong. <p>Children can...</p>

<p><i>Body Privacy</i></p>	<ul style="list-style-type: none"> Identify key adults they can trust and where to find them. 	<p>Children can...</p> <ul style="list-style-type: none"> Ask for help when they need it Makes their wants and needs known to others. Make good choices in line with the school promises. 	<ul style="list-style-type: none"> Talk about body parts and know that some parts need to be kept private.
<p>Family Friendship and Relationships</p> <p><i>Special people</i></p> <p><i>Family and Friendship</i></p> <p><i>Family: Kindness, Relationships and Love.</i></p>	<p>Children know...</p> <ul style="list-style-type: none"> how to play cooperatively sustain, extend and elaborate their play ideas with others. how to find solutions to conflicts and rivalries. <p>Children can...</p> <ul style="list-style-type: none"> play with more than one child extending and elaborating play ideas. take appropriate steps in order to find solutions to conflicts and rivalries. 	<p>Children know...</p> <ul style="list-style-type: none"> how to build relationships with to adults and friendships with peers. how to think about others' perspectives and show sensitivity to their needs how to work cooperatively and take turns with others. (ELG/Building Relationships) <p>Children can...</p> <ul style="list-style-type: none"> form positive attachments to adults and friendships with peers be respectful and show sensitivity to the needs of others. take turns and share fairly. 	<p>Children know...</p> <ul style="list-style-type: none"> How to play games with rules That everyone is unique and it is ok if someone else's point of view, likes, dislikes and talents can be different from theirs. To begin to understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. <p>Children can...</p> <ul style="list-style-type: none"> Take turns in games and follow the rules to keep play going. Talk about being unique, and know themselves and others have qualities that make them individual.
	<p>Emerging Towards Expectations</p>	<p>Working At Expectations</p>	<p>Exceeding Expectations</p>
<p style="text-align: center;">Summer Term</p>			

<p>Feelings and Attitudes</p> <p><i>Feeling happy or sad.</i></p> <p><i>Feelings and Impact on self and others.</i></p> <p><i>Coping with feeling and change</i></p>	<p>Children know...</p> <ul style="list-style-type: none"> • To use words rather than actions to solve conflicts. • develop appropriate ways of being assertive • some key vocabulary linked to emotions and use these to describe how they are feeling. • That other people also experience feelings. • The rules and can begin to follow these without reminders from an adult. <p>Children can...</p> <ul style="list-style-type: none"> • express their wants and needs in an appropriate way. • use talk as a strategy for working with others to solve conflicts. • talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried'. • Understand gradually how others might be feeling. • Increasingly follow the rules and understand why they are important. • Remember the rules without an adult to remind them. 	<p>Children know...</p> <ul style="list-style-type: none"> • a variety of vocabulary to describe emotions, recognise their own feelings and use words to describe these. • How to regulate their emotions and what to do if they are feeling a certain way. • How to sustain interest and work towards simple goal, knowing that it can take time to achieve. <p>Children can...</p> <ul style="list-style-type: none"> • express their feelings and consider the feelings of others • set and work towards simple goals, being able to wait what they want and control immediate impulses. (ELG/ Self-Regulation) • identify and moderate their own feelings socially and emotionally 	<p>Children know...</p> <ul style="list-style-type: none"> • to stop and think before acting and can wait for things they want. • how to manage their feelings and begin to use these to maintain control. • To know when and how to stand up for themselves appropriately <p>Children can...</p> <ul style="list-style-type: none"> • Talk about their emotions and identify how to express their feelings in an appropriate way. • Give their opinion and speak up when think something is right or wrong.
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<p>Identity</p> <p><i>Changes in growth</i></p> <p><i>Boys, Girls and Stereotypes,</i></p> <p><i>Similarities and Differences</i></p>	<p>Children know...</p> <ul style="list-style-type: none"> • Where and how to access resources to support their learning. • Know that are part of the Nyewood family. <p>Children can...</p> <ul style="list-style-type: none"> • select and use activities with resources with help when needed. • develop their sense of responsibility and membership of a community. • To become more outgoing with unfamiliar people in the safe context of their setting. • To show more confidence in new, social situations. 	<p>Children know...</p> <ul style="list-style-type: none"> • That they are a unique and valuable member of our Nyewood family. • How to show resilience and perseverance in the face of challenge (ELG/ Managing Self) • How to give focussed attention to what teacher says responding appropriately to follow instructions (ELG/ Self regulation) <p>Children can...</p> <ul style="list-style-type: none"> • Talk about what makes them unique • Take risks and persevere in times of challenge • Listen attentively and follow instructions given by the class teacher. 	<p>Children know...</p> <ul style="list-style-type: none"> • To be confident when speaking to a class group. • things are good at and what they want to get better at. <p>Children can...</p> <ul style="list-style-type: none"> • contribute to class discussions, sharing their ideas and opinions, knowing they will be listened to and respected. • talk about the things they enjoy, and are good at, and about the things they do not find easy
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Year 1			
	Emerging Expectations	Working At Expectations	Exceeding Expectations
Autumn Term			
Being Safe	<p>Children know...</p> <ul style="list-style-type: none"> they have a right to say yes and no. where to go for help right from wrong the rules we have to keep us safe. The names of some body parts and which of them should be kept private. 	<p>Children know...</p> <ul style="list-style-type: none"> the importance of body privacy – PANTS rule. who to go to for help and identify some key people they can trust. about the shared responsibility to keep themselves and others safe. 	<p>Children know...</p> <ul style="list-style-type: none"> the importance of body privacy and that their body belongs to them. They should respond in situations which make them feel uncomfortable. the difference between a secret and a surprise. different rules for keeping safe (road, environment, online, in unfamiliar situations)
	<p>Children can...</p> <ul style="list-style-type: none"> Make choices and understand that saying no if something makes them feel uncomfortable. Recognise safe/ unsafe situations and begin to talk about things they can do to keep themselves safe. Identify trusted adults they can go to when they need help. Talk about the PANT rule. 	<p>Children can...</p> <ul style="list-style-type: none"> talk confidently about the PANTS rule and that some body parts should be kept private. Name some key adults they trust and know where to find them. Seek help from adults when they need it for themselves or others. 	<p>Children can...</p> <ul style="list-style-type: none"> Describe what is meant by body privacy speak out when something makes them feel uncomfortable or unsafe.

Family Friendship and Relationships	<p>Children know...</p> <ul style="list-style-type: none"> the special people/ key figures in their lives. <p>Children can...</p> <ul style="list-style-type: none"> Describe key people in their lives and talk about what makes them special to them. 	<p>Children know...</p> <ul style="list-style-type: none"> about the significant people in their lives. About the groups and communities that they belong to. <p>Children can...</p> <ul style="list-style-type: none"> Identify key people who have an influence on their lives and talk about why they are special to them. Talk about the difference clubs and communities they belong to outside of their immediate family. 	<p>Children know...</p> <ul style="list-style-type: none"> That every family is unique. <p>Children can...</p> <ul style="list-style-type: none"> Recognise that there are similarities and differences in families Talk about what makes their family unique.
Identity	<p>Children know...</p> <ul style="list-style-type: none"> that there are similarities and differences between people. <p>Children can...</p> <ul style="list-style-type: none"> identify similarities and differences between themselves and a friend. 	<p>Children know...</p> <ul style="list-style-type: none"> that there are different groups within our community. <p>Children can...</p> <ul style="list-style-type: none"> identify different groups within our community and talk about similarities and differences. 	<p>Children know...</p> <ul style="list-style-type: none"> There are differences between groups within society and that everyone deserves respect and equality. <p>Children can...</p> <ul style="list-style-type: none"> Identify differences between their family and the families of those

			around them.
	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
Spring Term			
Family Friendship and Relationships	<p>Children know...</p> <ul style="list-style-type: none"> the special people/ key figures in their lives. <p>Children can...</p> <ul style="list-style-type: none"> Describe key people in their lives and talk about what makes them special to them. 	<p>Children know...</p> <ul style="list-style-type: none"> about the significant people in their lives. About the groups and communities that they belong to. <p>Children can...</p> <ul style="list-style-type: none"> Identify key people who have an influence on their lives and talk about why they are special to them. Talk about the difference clubs and communities they belong to outside of their immediate family. 	<p>Children know...</p> <ul style="list-style-type: none"> That every family is unique. <p>Children can...</p> <ul style="list-style-type: none"> Recognise that there are similarities and differences in families Talk about what makes their family unique.
Feelings and Attitudes	<p>Children know...</p> <ul style="list-style-type: none"> That all feelings are ok. Some key vocabulary to describe how they are feeling. <p>Children can...</p> <ul style="list-style-type: none"> begin to recognise different 	<p>Children know...</p> <ul style="list-style-type: none"> About different factors that make them feel different emotions. <p>Children can...</p> <ul style="list-style-type: none"> Talk about what makes them 	<p>Children know...</p> <ul style="list-style-type: none"> that their own behaviour can have consequences and impact on themselves and others. <p>Children can....</p> <ul style="list-style-type: none"> Use kind hands and kind words

	<p>feelings.</p> <ul style="list-style-type: none"> • Begin to express their feelings in appropriate ways. 	<p>happy, sad, angry, excited, scared.</p>	<p>towards others.</p> <ul style="list-style-type: none"> • Talk about how things make them feel and begin to relate these scenarios to other people. • Explore ways in which feelings can be hurt and talk about actions they can take to either prevent or help.
<p>Physical Health and Well-being</p> <p>Hygiene and protecting your health –</p> <p>Well/unwell/spread of germs.</p> <p>Keeping clean</p> <p>Keeping Safe and Emergencies</p> <p><i>Helping us stay safe</i></p> <p><i>Staying safe in emergencies.</i></p>	<p>Children know...</p> <ul style="list-style-type: none"> • About basic hygiene routines • To identify some practices which contribute to a healthy lifestyle. <p>Children can...</p> <ul style="list-style-type: none"> • Talk about ways in which they can look after their bodies <p>Discuss the key factors that contribute to a healthy lifestyle.</p>	<p>Children know...</p> <ul style="list-style-type: none"> • what constitutes a healthy lifestyle (physical and mental) including the benefits of physical activity, rest, healthy eating and dental health <p>Children can....</p> <ul style="list-style-type: none"> • Make healthy life choices and talk about the importance of a health eating, physical activity, rest and dental health. 	<p>Children know...</p> <ul style="list-style-type: none"> • about the benefits of maintaining a healthy lifestyle. • about the spread of infections <p>Children can</p> <ul style="list-style-type: none"> • Talk confidently about maintaining a healthy lifestyle and can describe some their own practices. • Understand and follow good hygiene practices in order to help to prevent the spread of germs.
	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
Summer Term			

<p>Physical Health and Well-being</p> <p>Hygiene and protecting your health –</p> <p>Well/unwell/spread of germs. Keeping clean</p> <p>Keeping Safe and Emergencies</p> <p><i>Helping us stay safe</i> <i>Staying safe in emergencies.</i></p>	<p>Children know...</p> <ul style="list-style-type: none"> • About basic hygiene routines • To identify some practices which contribute to a healthy lifestyle. <p>Children can...</p> <ul style="list-style-type: none"> • Talk about ways in which they can look after their bodies <p>Discuss the key factors that contribute to a healthy lifestyle.</p>	<p>Children know...</p> <ul style="list-style-type: none"> • what constitutes a healthy lifestyle (physical and mental) including the benefits of physical activity, rest, healthy eating and dental health <p>Children can....</p> <ul style="list-style-type: none"> • Make healthy life choices and talk about the importance of a health eating, physical activity, rest and dental health. 	<p>Children know...</p> <ul style="list-style-type: none"> • about the benefits of maintaining a healthy lifestyle. • about the spread of infections <p>Children can</p> <ul style="list-style-type: none"> • Talk confidently about maintaining a healthy lifestyle and can describe some their own practices. • Understand and follow good hygiene practices in order to help to prevent the spread of germs.
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Year 2			
	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
Autumn Term			
Being Safe	<p>Children know...</p> <ul style="list-style-type: none"> that their body belongs to them and that some parts should be kept private. <p>Children can...</p> <ul style="list-style-type: none"> Confidently describe what is meant by about body privacy Understand that is their right to speak out when something makes them feel uncomfortable or unsafe. 	<p>Children know...</p> <ul style="list-style-type: none"> they have a right over what does and does not happen to their body (consent) It is their right to speak out in situations which make them feel uncomfortable. about appropriate and inappropriate touch that there are some secrets that cannot be kept. different rules for keeping safe (road, environment, online, in unfamiliar situations) and why this is important. <p>Children can:</p> <ul style="list-style-type: none"> Talk confidently about consent, their body belongs to them and they have a right to say yes or no. Use a body map to show places of appropriate and inappropriate touch. Identify trusted adults they can 	<p>Children know...</p> <ul style="list-style-type: none"> about the steps they can take to ensure their safety in class, on the playground, around the school and at home <p>Children can...</p> <ul style="list-style-type: none"> begin to recognise early warning signs in relation to body privacy, safety and appropriate behaviour and what they should do. Demonstrate 'safe' behaviour in school, on the playground and

		<p>talk to when situations make them feel uncomfortable.</p> <ul style="list-style-type: none"> Identify the difference between a secret and surprise and know that adult secrets should not be kept. Identify ways to keep themselves safe when out in the community. 	
Family, Friendships and Relationships	<p>Children know...</p> <p>About relationships within families.</p> <p>Children can...</p> <p>Name some special people within their families and their role.</p>	<p>Children know...</p> <p>The qualities people have and behaviours they demonstrate in relationships.</p> <ul style="list-style-type: none"> That special people can make a different to their lives. <p>Children can...</p> <ul style="list-style-type: none"> Talk about how love and care is shown within their family Talk about the qualities of a good friend? 	<p>Children know...</p> <ul style="list-style-type: none"> That there are different types of healthy relationships and people can show love in different ways. The qualities of a healthy relationship. <p>Children can...</p> <ul style="list-style-type: none"> Talk about types of relationships and make comparisons as to how love and care shown between a parent and child is different between a person and their friend.
Identity	<p>Children know...</p> <ul style="list-style-type: none"> There are differences between groups within society and that everyone deserves respect and equality. <p>Children can...</p> <ul style="list-style-type: none"> Identify and celebrate differences between their own families, those within the community and wider 	<p>Children know...</p> <ul style="list-style-type: none"> about the importance of respect for differences and similarities between people <p>Children can...</p> <ul style="list-style-type: none"> talk about being unique and challenge the stereotypical viewpoints of others. 	<p>Children know...</p> <ul style="list-style-type: none"> That everyone has a right to be treated equally within society, regardless of bias viewpoints. <p>Children can...</p> <ul style="list-style-type: none"> Continue to challenge stereotypes – who says girls can't play football? Boys can't have long hair? Begin to discuss gender expectations? In line

	world.		with the viewpoints portrayed in the media.
	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
Spring Term			
Family, Friendships and Relationships	<p>Children know...</p> <p>About relationships within families.</p> <p>Children can...</p> <p>Name some special people within their families and their role.</p>	<p>Children know...</p> <p>The qualities people have and behaviours they demonstrate in relationships.</p> <ul style="list-style-type: none"> • That special people can make a different to their lives. <p>Children can...</p> <ul style="list-style-type: none"> • Talk about how love and care is shown within their family • Talk about the qualities of a good friend? 	<p>Children know...</p> <ul style="list-style-type: none"> • That there are different types of healthy relationships and people can show love in different ways. • The qualities of a healthy relationship. <p>Children can...</p> <ul style="list-style-type: none"> • Talk about types of relationships and make comparisons as to how love and care shown between a parent and child is different between a person and their friend.
Feelings and Attitudes	<p>Children know...</p> <ul style="list-style-type: none"> • that their own behaviour can have consequences and impact on themselves and others. 	<p>Children know...</p> <ul style="list-style-type: none"> • That all feelings are ok. • how to regulate their emotions and manage them in an appropriate way. • That people's bodies and feelings can be hurt. • That different types of emotions 	<p>Children know...</p> <ul style="list-style-type: none"> • That all feelings are ok and may change according to what is happening in their lives. <p>Children can...</p> <ul style="list-style-type: none"> • Identify ways to see help for

		<p>can affect people's behaviour.</p> <p>Children can...</p> <ul style="list-style-type: none"> Identify and use a range of strategies to enable them to manage their emotions and cope with change. Show sensitivity to the feelings of others. 	<p>themselves in others when they are experiencing unwanted feelings.</p> <ul style="list-style-type: none"> anticipate times which may lead them to experience difficult emotions and plan how they are going to manage these.
<p>Physical health and well being</p> <p>Drugs, alcohol and tobacco</p> <p><i>Looking after our bodies safely</i></p> <p><i>Medicines and safety.</i></p> <p>Keeping safe and risks – feeling safe</p> <p><i>Fair/unfair, right/wrong, rules.</i></p>	<p>Children know...</p> <ul style="list-style-type: none"> about different ways to stay healthy about basic personal hygiene routines. <p>Children can...</p> <ul style="list-style-type: none"> talk about and demonstrate what actions they take to maintain good hygiene and a healthy lifestyle. 	<p>Children know...</p> <ul style="list-style-type: none"> about the benefits of a healthy lifestyle about the importance of taking care of personal hygiene about the importance of taking care of their own health <p>Children can...</p> <ul style="list-style-type: none"> Give reasons for their choices and actions in relation to keeping themselves healthy and maintaining good hygiene. 	<p>Children know...</p> <ul style="list-style-type: none"> what happens if they don't take care of their health <p>Children can...</p> <ul style="list-style-type: none"> Talk confidently about the importance of keeping healthy. Identify the impact on poor physical and mental health caused by unhealthy lifestyles or poor hygiene.
	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
Summer Term			
<p>Physical health and well being</p>	<p>Children know...</p> <ul style="list-style-type: none"> about different ways to stay 	<p>Children know...</p> <ul style="list-style-type: none"> about the benefits of a healthy 	<p>Children know...</p> <ul style="list-style-type: none"> what happens if they don't take care of

<p><i>Drugs, alcohol and tobacco</i></p> <p><i>Looking after our bodies safely</i></p> <p><i>Medicines and safety.</i></p> <p><i>Keeping safe and risks – feeling safe</i></p> <p><i>Fair/unfair, right/wrong, rules.</i></p>	<p>healthy</p> <ul style="list-style-type: none"> • about basic personal hygiene routines. <p>Children can...</p> <ul style="list-style-type: none"> • talk about and demonstrate what actions they take to maintain good hygiene and a healthy lifestyle. 	<p>lifestyle</p> <ul style="list-style-type: none"> • about the importance of taking care of personal hygiene • about the importance of taking care of their own health <p>Children can...</p> <ul style="list-style-type: none"> • Give reasons for their choices and actions in relation to keeping themselves healthy and maintaining good hygiene. 	<p>their health</p> <p>Children can...</p> <ul style="list-style-type: none"> • Talk confidently about the importance of keeping healthy. • Identify the impact on poor physical and mental health caused by unhealthy lifestyles or poor hygiene.
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Appendix 2: By the end of key stage one pupils should know:

Physical Health and Well-being				
Eating well and being active	Hygiene and protecting your health	Keeping safe and risks	Keeping safe and emergencies	Drugs, alcohol and tobacco
<p>By the end of key stage one pupils should know... How to keep themselves healthy and how good health depends on these. The short and long-term benefits of keeping healthy and active. The importance of taking care of their bodies and the importance of maintaining good personal hygiene. that they can be responsible for preventing the spread of germs through maintaining good personal hygiene Where and how to seek help when they feel unwell. How to look after their bodies safely and know that this affected by what they put into them. To understand the medicines must be stored and used safely, under the supervision of a responsible adult.</p>				
Relationships Education				
Being safe	Families, friendships and relationships	Feelings and attitudes	Identity	
<p>By the end of key stage one pupils should know... How, where and when to seek help and who from in different contexts. About body privacy and know that they have rights over their bodies. Some basic rules for keeping themselves safe and how to identify safe and unsafe situations When to keep a secret and when to tell. Different ways to keep safe when online. To be able to explain what is meant by 'private' and understand privacy including the importance of Keeping something private within different contexts. That some people who are important to them and be able to describe why That families are all different but they have some common features. To consider the value of being a friend, having a friend and understanding that friendships change overtime. Know that relationships are a two-way thing. To understand that there are different ways of expressing love. To know and understand why families are special for caring and sharing To be able to tell when they love and care for someone. To know what bullying is and understand why it is unacceptable.</p>				
Emotional Health and Well-being				
Emotional resilience	Sense of self	Wellbeing	Relationships	Transition

By the end of key stage one pupils should know...

How to identify, express and manage feelings in an appropriate way.
Different ways of expressing their feelings both vocally and physically.
That experiencing different feelings is ok and talk about how different experiences make them feel.
The importance of sharing feelings with others.
That both bodies and feelings can be hurt.
About some coping strategies to help them manage loss or change.
That they are unique and to identify the similarities and differences between themselves and others.
What makes them unique, to appreciate equality and know that everyone should be valued regardless of their differences.
To recognise there are different kinds of stereotypes and begin to recognise and challenge these.
The groups they belong to in life and what makes them special.
The importance of kindness and how acts of kindness can make themselves and others feel.
That they have choices linked to their behaviour and the choices they make can affect the ways others feel.
About the things they are good at and demonstrate a sense of pride in their own achievements
That perseverance is important and that making mistakes is how we learn.
Some strategies to persist with challenge and to offer support to others when they are trying something new.
The difference between a secret and a surprise
How to identify feeling well and unwell and how some things can affect the way we feel.

Digital Media and Literacy

Online content and critical thinking	Self-image, mental health and well-being	Online relationships and cyberbullying	Online Reputation	Staying safe online
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By the end of key stage one pupils should know...

How to safely access information online on different devices.
Understand what is meant by being online and offline
That people can look different online from how they are offline
How to seek help when feelings are impacted by the way others appear online
About the different places and ways people can communicate online
Why I should be careful who they trust online and what information they can trust
How to behave positively online
The risks of putting or sharing information on the internet
Their personal information should not be shared online and how to keep the information on their device safe.