



RSE Policy

Approved by Governors:	Date: May 2024	
Signature of Governor:	Name:	Signature:

Relationships and Sex Education (RSE) Policy

(This policy incorporates RSE, Health Education and PSHE – described in the policy as RSHE)

Introduction

This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.

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 and Health Education compulsory for children receiving primary education. To meet the needs of our pupils we will also deliver sex education, see section 8 for more details.

The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in an age-appropriate manner throughout the school.

Formulation, dissemination, monitoring and review of policy

The RSE policy has been developed following consultation with the whole school community. Consultation took place in the following ways: discussion at staff briefings; pupil discussions; and, parent meeting Summer 2019 showcasing what we as a school are teaching; discussions with parents at Parent Evenings. Questionnaires have been completed by children, staff and parents, relating to well-being within school (July 2021). In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The RSHE policy is available on the school website and free of charge to interested parties via school reception.

The RSE policy and curriculum will be reviewed annually by the RSHE Co-ordinator and governors. This review will be informed by the following: *pupil and staff evaluation of the programme; teacher assessment; changes in legislation and guidance; and, parent feedback through questionnaires or meetings.*

Intent

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school, children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Why RSHE is important in our school

At Westglade Primary School children are treated as unique, talented individuals who are encouraged

to achieve their best and be all they can be. With this in mind, RSHE is at the heart of everything we do, from curriculum to enrichment activities. We aim to help all children to become well rounded citizens and who are able to make positive choices for themselves. Our values of kindness, resilience, honesty, creativity, respectfulness and excellence are promoted through the teaching of RSHE. We believe in the importance of promoting wellbeing not just for the pupils but also for the staff. (We achieved the Wellbeing Award July 2021.) Our safe guarding team are made up of members of the Senior Leadership team who support and offer training to the whole school team. Through our safeguarding we take action to ensure all children have the best outcomes.

We acknowledge that not all parents feel confident or comfortable talking to their children about this area therefore our work in school ensures that all pupils have the information they need to keep safe and make positive, healthy choices.

Key Objectives

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Develop pupils' skills around assessing risk and keeping safe
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Enable pupils to recognise and manage their emotions
- Provide pupils with the knowledge and skills to access appropriate support

The RSHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE sessions, circle-time and assemblies. Pupils will be helped to appreciate difference and to respect themselves and others.

Equality, Inclusion and Support

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and an individual support plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

Implementation

RSHE will be taught in each year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. *We work to objectives in each year group that support the outcomes outlined in the government RSHE guidance. You can find the learning outcomes and 'I can' statements for each year group here (to be added once completed see appendix for one complete year groups)*

Some elements of RSHE are delivered through national curriculum Science:

Year 2

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of.....hygiene.

Year 5

Pupils should be taught to:

- describe the changes as humans develop to old age.

Below is a list of topics covered by our RSHE programme:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical Health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

We deliver our RSHE curriculum through assemblies, golden time, a weekly PSHE lesson and topic work.

The curriculum will be evaluated and reviewed by pupils and teachers on a regular basis, through discussions with pupil council and staff, questionnaires.

Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. We use the Christopher Winter sex and relationship materials across all year groups and use a range of books linked to various topics within the RSHE curriculum. We hold a parents meeting each year where you can familiarise yourself with the resources to be used. If you would like to see these at other times of the year please speak to your child's teacher. We will inform you of what will be taught in each term through our curriculum overview.

If you would like to discuss any of the resources in more detail please contact Nichola Gell

Sex Education

In addition to Relationships and Health Education we also cover sex education in year 6. The content of sex education includes learning about reproduction, pregnancy and birth as well as consent. Parents are able to withdraw their child from this learning if they choose to, see 'Parents' section 15 below.

Teaching and Learning

All teachers have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support, in particular for children with special educational needs. Everyone involved in the teaching of RSHE will follow the school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (eg. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

RSHE will be delivered all year round – parents/carers will be informed of what will be covered when at the beginning of the year.

External speakers

Occasionally we use external speakers to enhance our delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

Safe learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

The group agreement will outline rules regarding questions. As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic

teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions are not appropriate.

When pupils can write independently, they will be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher will attend to it on an individual basis.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the Coordinator as part of the evaluation and monitoring process.

Staff training

All staff delivering RSHE will take part in an initial basic training session. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event.

Assessment and Review

Teachers use a range of assessment strategies to track pupils' progress towards all intended outcomes of RSHE. *This may include Big Books; self-assessment and peer assessment. Governors will monitor the achievement of pupils in RSHE. Pupil's progress in RSHE will be included in the end of year report.*

Parents

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. *Parents will be routinely informed about RSHE through the school letters, texts and notices to explain when different aspects of RSHE will take place in different year groups and what will be covered.*

We will regularly consult with parents on an annual basis about any needs they may have in relation to our RSHE programme.

Any parents wanting more information about our RSHE curriculum can contact Nichola Gell

Right to withdraw from sex education:

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. Parents can exercise their right to withdraw their child from sex education in year 6 by sending a letter or email to the Headteacher. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

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 discuss confidentiality with pupils through the development of a

group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

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 or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

Menstrual wellbeing

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:

- Sanitary disposal units are available toilets in the Oak Suite Toilets
- Pupils can access sanitary products from Nurture Suite Toilets
- For those experiencing period poverty free sanitary protection can be accessed from Nurture Suite Toilets

When a pupil starts menstruating in school we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in year 4, with more detailed input in years 5 and 6. If your child has difficulties managing their periods at school please contact their class teacher or Jess Foster.

At Westglade our expectations for RSHE are high and we want:

- Pupils to have knowledge and understanding of positive and healthy relationships
- Pupils to understand their rights especially in relation to their bodies
- Pupils to develop good social and relationship skills
- Pupils to be prepared for the physical and emotional changes of puberty
- Pupils to understand the range of attitudes towards people's life choices
- Pupils to use the internet safely and to recognise the benefits and risks that it brings
- Pupils to understand risks and know different ways of keeping safe
- Pupils to gain the skills and understanding to support the development of healthy bodies and minds
- Pupils to understand, recognise and manage their emotions

Links to other Policies

- *Anti-bullying*
- *Healthy eating*
- *Religious Education*
- *Science*
- *Safeguarding*
- *Equality*
- *Health and Safety*
- *SMSC*
- *British Values*
- *Curriculum*
- *Staff Wellbeing*

More information

If you would like to discuss our provision of RSHE further please contact *Jess Foster 0115 9157515*

Appendix 1.

RSE 2020 Year Group Objectives Reception

	Relationships, including friendships, on-line relationships
	Being safe, including drugs, alcohol and tobacco education
	Mental Wellbeing
	Internet safety and Harms
	Physical health and Healthy eating
	Health and prevention and first aid
	Changing adolescent body
	Citizenship
	Financial education
	Moving on

The framework provides suggested content for year 5 pupils in order to meet the statutory requirements of the new Relationships and Health Education curriculum and non-statutory sex education. Schools should adapt this content to meet the needs of their pupils in consultation with staff, parents and pupils.

This framework is a development of an original created by Nottingham City Healthy Schools team based on a PSHE scheme from North Yorkshire. Permission has been granted to re-use these elements. Thanks to all the Nottingham City teachers who have contributed to this framework.

Reception		
Pupils have the opportunity to learn	I can statements	Resources

Families and people who care for me - What a family is (RE1) - Identify who is in their family (RE3) Caring friendships - what friendship is (RE7, RE8) what makes a good friend (RE8) Respectful relationships - why it is important to use good manners and be courteous to others (RE17) - how we can show good manners and courtesy to others (RE17) what a relationship is (RE13) Online relationships - About basic rules for keeping safe online (RE22)	Families and people who care for me - I understand what a family is and can explain to others (RE1) - I can describe my own family (RE3) I can describe the families of my friends (RE3) Caring friendships - I can say what friendship means (RE7, RE8) I know what makes a good and bad friend (RE8) Respectful relationships - I can explain what a relationship is (RE13) - I know why good manners are important (RE17) - I can demonstrate good manners (RE17) Online relationships I know some basic safety rules for keeping safe online (RE1)	
--	---	--

Reception		
Pupils have the opportunity to learn	I can statements	Resources
Being safe - identify the feelings of being unsafe (RE29) - be able to describe feelings of being unsafe and seek help from an appropriate grown-up (RE30) - know about school rules regarding safety, including what kind of touch is appropriate (RE25, RE27) Drugs, alcohol and tobacco - what medicines are and why they are useful (HE25) - awareness of simple rules about medicines (HE25)	Being safe - I know what happens in my body and mind when I feel unsafe (RE29) - I can describe feelings of being unsafe (RE29) I can identify who I could tell if I feel unsafe (RE30) Drugs, alcohol and tobacco - I understand what medicines are and why they are useful (HE25) I can describe some basic safety rules about medicines (HE25)	
Mental wellbeing - Identify a simple range of feelings in themselves and others (HE3) - know who to go to if they need help with how they are feeling (HE9)	Mental wellbeing I can identify a simple range of feelings in myself and others, eg. happiness, sadness, anger, fear (HE3) I know who to talk to if I need help with my feelings (HE9)	Websites: Mentally healthy schools Anna Freud Place to be Young minds

Reception		
-----------	--	--

Pupils have the opportunity to learn	I can statements	Resources
Internet safety and harms - know about how the internet is useful and the ways that it can be used (HE11) - basic safety rules for using the internet in school and at home (HE13)	Internet safety and harms I can describe some ways to use the internet and how it is useful (HE11) I know some basic safety rules for using the internet in school and at home (HE13)	
Physical health and fitness - That their bodies are special and they can do lots of things to keep themselves healthy, including being active (HE18) Healthy eating - recognise a variety of fruits and vegetables (HE22) - understand why eating fruit and vegetables every day is important (HE22)	Physical health and fitness - I understand how special my body is (HE18) I know that there are lots of things I can do to keep my body healthy (HE18) Healthy eating - I can identify a range of fruits and vegetables (HE22) I understand that fruits and vegetables are one thing I can eat to keep my body healthy (HE22)	

Reception		
Pupils have the opportunity to learn	I can statements	Resources
Health and prevention - how to wash their hands properly and why this is important (HE30) Basic first aid - When and how to seek help from an appropriate person if they or someone they know hurts themselves (HE33)	Health and prevention I know why it is important to wash my hands well (HE30) I can demonstrate how to wash my hands well (HE30) Basic first aid I know when and how to seek help if myself or someone I know hurts themselves (HE33)	

Reception		
Pupils have the opportunity to learn	I can statements	Resources
Becoming an active citizen • how to take part in a class discussion using good listening and turn-taking • how to express their views about a topic • how to listen well to others	Becoming an active citizen • I can take part in a class discussion using good listening and turn-taking • I can share my views about a topic I can show good listening	

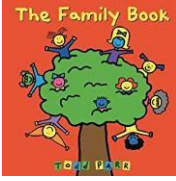
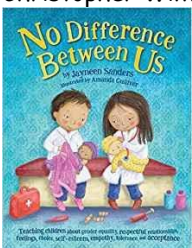
Reception		
Pupils have the opportunity to learn	I can statements	Resources
Finance • Know that you can exchange money for products in shops and online	Finance • I know that money can be exchanged for products in shops	
Moving on • identify and celebrate positive achievements during their time in Reception • explain their feelings about moving to year 1, what they are worried about and what they are looking forward to what to expect when they start Year 1	Moving on • I can identify and celebrate my achievements in reception • I can explain how I feel about moving to year 1, what I am worried about and what I am looking forward to I know what to expect in year 1	

RSE 2020 Year Group Objectives Year 1

	Relationships, including friendships, on-line relationships
	Being safe, including drugs, alcohol and tobacco education
	Mental Wellbeing
	Internet safety and Harms
	Physical health and Healthy eating
	Health and prevention and first aid
	Changing adolescent body
	Citizenship
	Financial education
	Moving on

The framework provides suggested content for year 5 pupils in order to meet the statutory requirements of the new Relationships and Health Education curriculum and non-statutory sex education. Schools should adapt this content to meet the needs of their pupils in consultation with staff, parents and pupils.

This framework is a development of an original created by Nottingham City Healthy Schools team based on a PSHE scheme from North Yorkshire. Permission has been granted to re-use these elements. Thanks to all the Nottingham City teachers who have contributed to this framework.

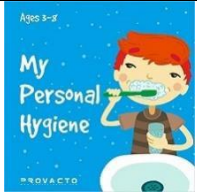
Year 1		
Pupils have the opportunity to learn	I can statements	Resources
Families and people who care for me - about families and how they support children as they grow up (RE1, RE2) - that their family is special and unique and may be similar or different to their friends (RE3) - the range of people in their lives that support and care for them (RE4) Caring friendships - why friendships are important (RE7) - the skills of how to make friends (RE8) Respectful relationships	Families and people who care for me - I can explain why families are important and how they help children as they grow up (RE1, RE2) - I can describe my own family and how it is similar and different to my friends (RE3) - I can show respect for other people's families (RE3) I can list the people in my life that support and care for me (RE4) Caring friendships - I can state a range of reasons why friendships are important (RE7) I can demonstrate some of the skills needed to make friends and maintain friendships, including sharing, co-	 Christopher Winter resources  Gender equality

- about the many different relationships they have, for example those with family, friends, and teachers (RE13) - about the many ways people may be similar and different to themselves (RE12) - what respect is and how to show respect for and to others (RE12) - demonstrate courtesy and use manners (RE14) - about behaviours that do not show respect and may cause hurt to others (RE17) Online relationships - basic rules for keeping safe online (RE22)	operative play, taking turns, permission seeking and giving and listening (RE8, RE19) Respectful relationships - I can describe what a relationship is and give some examples of the relationships I am involved in (RE13) - I can describe the ways that I am similar and different to others (RE12) - I know what respect is and can demonstrate it in the classroom (RE12) - I can describe ways to show respect and things that show disrespect (RE12) - I understand how disrespectful behaviour can hurt others (RE17) I can demonstrate courtesy and manners in school (RE14) Online relationships - I can explain some safety rules for using the internet (RE22) I can demonstrate how to use the internet safely (RE22)	
---	--	--

Being safe - the names for the main body parts (including 'private' parts - eg. penis, testicles, vulva, vagina, nipples, anus - school to decide on terms and when introduced) (RE27, RE31) - understand why some parts of their body are 'private' and should not be touched by others unless there is a medical reason or a trusted adult is helping them with hygiene (RE26, RE27) - about rules around touch (RE27) - to name an adult they can go to if they are worried about anything (RE32) - how to respond appropriately and safely to people they don't know (strangers) both on and offline (RE28) - the importance of safety rules and recognise that these vary in different settings Drugs, alcohol and tobacco - that some substances around the home are dangerous and can harm the body including household substances like	Being safe - I can use scientific names to describe private body parts (including 'private' parts - penis, testicles, vulva, vagina, nipples, anus - school to decide on terms and when introduced) (RE27, RE31) - I can state which parts of my body are private (RE26, RE27) - I understand that private parts should not be touched by others unless there is a medical reason or I have asked for help from a trusted grown-up with keeping clean (RE26, RE27) - I understand that my body belongs to me and should not be touched by others without my permission, unless I am causing harm to myself or others (RE27) - I understand that I cannot touch others without their permission (RE27) - I can list people I can go to if I am worried about something (RE32) - I can describe some safety rules for people I don't know (strangers) both on and offline (RE28) - I can explain why it is important to have school and class rules	On track resources
--	---	---------------------------

- dishwasher tablets (HE25) - that medicines are drugs that help us to get better and basic safety rules (HE25)	I can follow rules consistently Drugs, alcohol and tobacco I understand why we have medicines and can describe safety rules for their use (HE25) I can identify substances in the household that may be helpful or harmful including household substances like dishwasher tablets (HE25)	
Mental wellbeing - know vocabulary to describe a range of feelings (HE2) - how to recognise their own feelings and those of others (HE3) - recognise the things that make them feel happy and positive (eg. physical activity, sleep, friends, hobbies, pets) (HE5, HE6) know when and how to seek support about their feelings (HE9)	Mental wellbeing - I can use a range of feeling words (HE2) - I can describe a range of feelings (HE2) - I can recognise and describe how I feel (HE3) - I can describe things that make me feel happy and positive (HE5, HE6) - I can list people who I can talk to if I need support with my feelings (HE9)	Websites: Mentally healthy schools Anna Freud Place to be Young minds 

Year 1		
Pupils have the opportunity to learn	I can statements	Resources
Internet safety and harms - know some ways that the internet can be used to support learning in and out of school (HE11) - ways to keep themselves safe online and to demonstrate some ways of reducing risk when playing games (HE13)	Internet safety and harms - I can describe some ways that the internet is positive and useful (HE11) - I can explain and demonstrate some basic safety rules for using the internet including not sharing personal information (HE13)	

Physical health and fitness - about the different ways that they are active in a day and how this helps to keep their bodies and minds healthy (HE18, HE19) Healthy eating - about the range of fruits and vegetables and how they contribute to a healthy diet (HE22) - awareness of a variety of healthy snack choices (HE22)	Physical health and fitness - I can list a range of different activities that help to keep my body and mind healthy (HE18) - I can recognise the times that I am physically active in my day (HE19) Healthy eating - I am able to name a range of fruits and vegetables (HE22) - I can list a variety of healthy snacks (HE22) I can make a healthy food choice (HE23)	Ages 5-7 
--	---	--

Year 1		
Pupils have the opportunity to learn	I can statements	Resources
Health and prevention - the importance of teeth cleaning and a simple cleaning routine (HE29) - the importance of hand washing and how to wash their hands well (HE30) - that some germs can be spread through sneezing and coughing and that we can prevent that by using tissues and washing hands (HE30) Basic first aid - to recognise when it is appropriate to get help from an adult if someone is hurt (HE33) - to know a range of appropriate adults who they can approach for support (HE33) - to understand the rules for making a call to emergency services and how to make one (HE32)	Health and prevention - I can clean my teeth well and follow a teeth cleaning routine at home or at school (HE29) - I know that germs can be spread through sneezing and coughing and can demonstrate how to prevent this by using tissues and washing my hands (HE30) I can demonstrate how to wash my hands well (HE30) Basic first aid - I know when it is appropriate to get help from an adult if someone is hurt (HE33) - I can list a range of adults I can approach for help and how to access them (HE33) I know how to make a phone call to emergency services and understand the rules for this (HE32)	

Year 1		
Pupils have the opportunity to learn	I can statements	Resources
Becoming an active citizen • How to express a simple opinion, agreement and disagreement • How to ask questions and listen to the answers • About how they can play a full part in the life of their classroom • How to agree and follow rules for their group and classroom • About the role of the school council and that they are able to vote for the members •	Becoming an active citizen • I can express a simple opinion, agreement and disagreement • I can ask questions and listen carefully to the answers • I can play a full part in the life of their classroom • I contribute to and follow rules for my group and classroom • I can describe the role of the school council and now that I am able to vote for the members	

Year 1		
Pupils have the opportunity to learn	I can statements	Resources
Finance • Identify the different coins and notes we use that we have to pay for what we buy • how to keep money safe that they don't have to spend their money but can save it to use later	Finance • I can identify and name the different coins and notes we use • I now that we have to pay for what we buy • I know how to keep money safe • I know that I don't have to spend my money but can save it to use later	

Moving on

- Identify and celebrate positive achievements during their time in Year 1
- Identify their strengths, areas for improvement and set themselves some goals for Year 2
- Explain their feelings about moving to year 2, what they are worried about and what they are looking forward to
- What to expect when they start Year 2

Moving on

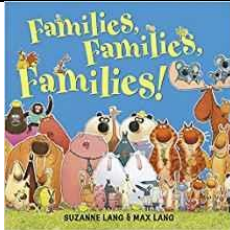
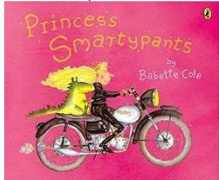
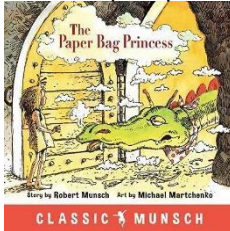
- I can identify and celebrate positive achievements during my time in Year 1
- I can identify my strengths, areas for improvement and set myself some goals for Year 2
- I can explain my feelings about moving to year 2, what I am worried about and what I am looking forward to
- I know what to expect in Year 2

RSE 2020 Year Group Objectives Year 2

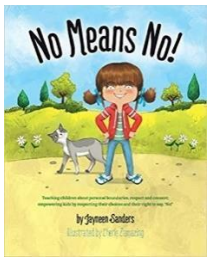
	Relationships, including friendships, on-line relationships
	Being safe, including drugs, alcohol and tobacco education
	Mental Wellbeing
	Internet safety and Harms
	Physical health and Healthy eating
	Health and prevention and first aid
	Changing adolescent body
	Citizenship
	Financial education
	Moving on

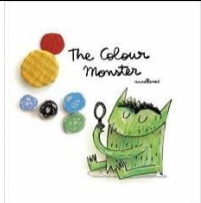
The framework provides suggested content for year 5 pupils in order to meet the statutory requirements of the new Relationships and Health Education curriculum and non-statutory sex education. Schools should adapt this content to meet the needs of their pupils in consultation with staff, parents and pupils.

This framework is a development of an original created by Nottingham City Healthy Schools team based on a PSHE scheme from North Yorkshire. Permission has been granted to re-use these elements. Thanks to all the Nottingham City teachers who have contributed to this framework.

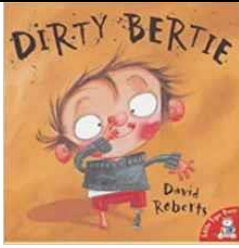
Year 2		
Pupils have the opportunity to learn	I can statements	Resources
Families and people who care for me - to show respect for other people's families (RE3) - the different ways that people in families show love, and how they make each other feel safe and secure (RE1) who to speak to if something is happening in their family that makes them feel unhappy or unsafe (RE6) Caring friendships - about the qualities of a good friend (RE8) the skills that make friendships work well, for example sharing, co-operative play, taking turns, permission-seeking/giving and listening (RE8, RE19) Respectful relationships - what bullying is and why it is wrong (RE17) - how to identify and respect differences and similarities between people of different ethnic, cultural and faith backgrounds (RE12) - to show respect for others (RE12) Online relationships - Understand some risks of using the	Families and people who care for me - I can show that I value and respect other people's families (RE3) - I can describe some different ways that people in families show that they love and care for one another (RE3) - I can describe some ways that people in families make each other feel safe and secure (RE1) I can list a range of people I can speak to if someone or something in my family is making me feel unhappy or unsafe (RE6) Caring friendships - I can describe the qualities of a good friend (RE8) - I know why the skills of sharing, co-operative play, taking turns, permission-seeking/giving and listening are important in friendships (RE8, RE19) I can demonstrate some positive friendship skills including sharing, co-operative play, taking turns, permission-seeking/giving and listening (RE8, RE19) Respectful relationships - I can describe what bullying is and why it is wrong (RE17) - I can recognise that people in my class, school and beyond may be similar and different to me in lots of ways including	 Christopher Winter resources  Gender equality  

internet and basic rules for keeping safe (RE22)	ethnicity, faith and family background (RE12) - I can explain why difference is something to be celebrated (RE12) - I can demonstrate how to show respect for others (RE12) I can explain what a stereotype is (RE18) Online relationships - I can identify some of the risks of using the internet (RE22) I can explain how to keep safe online (RE22)	
--	---	--

Being safe - identify the names for the main body parts (including 'private' parts - eg. penis, testicles, vulva, vagina, nipples, anus - school to decide on which terms and when introduced) (RE27, RE31) - who they can go to if they are worried about anything and how to ask for help (RE32) - that individuals have rights over their own bodies, and that they are in charge of who and how someone touches them (RE27) - Awareness that there are parts of the body that should not be touched by others unless there are particular reasons why (RE27) - what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others privacy; and when it is not ok to keep secrets (RE26) - how to recognise if they feel unsafe (RE29) Drugs, alcohol and tobacco - the role of medicines in promoting health, the reasons why people use them and the school rules on medicines (HE25) - that medicines can be harmful if not used properly (HE25)	Being safe - I can identify and use scientific names for main body parts (RE27, RE31) - I can list a range of people who I could approach for support if I am worried and can demonstrate how I would ask for help (RE32) - I understand that I am in charge of my body and I can say yes or no if someone asks to touch me (RE27) - I understand that I shouldn't touch other people without asking permission and if they say 'no' I must respect their choice (RE27) - I know that there are some parts of my body that should not be touched by others unless there are particular reasons why (RE27) - I can describe what private means (RE26) - I know when it is ok to keep secrets and when it is not (RE26) - I can describe how my body and mind feels when I am unsafe (RE29) Drugs, alcohol and tobacco - I know and understand home and school rules for medicines (HE25) - I can describe what to do if I find medicines that belong to someone else (HE25) - I can explain why medicines are harmful if not used properly (HE25)	On track resources 
Mental wellbeing - know some safe and appropriate strategies for dealing with strong emotions, eg. anger (HE3, HE4) - awareness of ways that people can take care of themselves to support mental wellbeing (HE5, HE6) - know some safe and positive ways to express feelings (HE4) recognise how others feel by observing face, body language and behaviour (HE2)	Mental wellbeing - I can identify times when I have felt really strong emotions, eg. anger, and describe what happened to my body and mind at these times (HE3, HE4) - I know some positive strategies for dealing with strong emotions and can demonstrate these (HE3, HE4) - I can list some ways that people can care for their mental wellbeing (HE5, HE6) - I can recognise and describe how others feel by observing their face, body language and behaviour (HE2)	Websites: Mentally healthy schools Anna Freud Place to be Young minds 

		
--	--	--

Year 2		
Pupils have the opportunity to learn	I can statements	Resources
Internet safety and harms - that when people ask them for private information they don't share it online or in person without permission from a parent, carer or member of school staff (HE13) - that some websites, games and social media sites may not be age-appropriate and they know what to do if they find something inappropriate online (HE14)	Internet safety and harms - I can list some examples of private information that should not be shared on the internet and explain why (HE13) - I can describe safety rules for the internet including not sharing private information (HE13) - I understand that certain games and websites have age restrictions and know to ask the help of a trusted adult to help me find appropriate websites (HE14)	
Physical health and fitness - awareness of the wide range of ways that we can keep physically active and the reasons why this is needed (HE19, HE20) Healthy eating - be able to choose and prepare a healthy snack (RE22, RE23) - know the types of food that make up a healthy diet (HE22) - identify foods that should only be eaten occasionally and in moderation (HE22)	Physical health and fitness - I can explain why physical activity is important for health (HE19, HE20) - I can identify all the ways that I am physically active in a week (HE19, HE20) Healthy eating - I can demonstrate choosing and preparing a healthy snack from a range of options (HE22, HE23) - I can explain the types of food that make up a healthy diet, including fruit, vegetables, healthy protein, carbohydrates and healthy fats. (HE22, HE23) - I can identify some foods that should only be eaten occasionally and in moderation (HE22)	

Year 1		
Pupils have the opportunity to learn	I can statements	Resources
Health and prevention that they have a responsibility for their own and others health,(HE30) Basic first aid about the special people (e.g. emergency services) who work in the community and who are responsible for looking after them and protecting them, how to contact these people when they or someone else needs their help including dialing 999 in an emergency (HE32)	Health and prevention - I can describe a range of ways to look after my health and wellbeing, for example adequate sleep (HE28, HE30) Basic first aid - I can demonstrate how to make a call to emergency services and know when this action might be required (HE32) - I understand about people who help us in the community and can describe their roles (HE32)	
Changing adolescent body - about the changes that have happened to their body since birth(HE34) - about the process of growing from young to old and how people's needs change(HE34)	Changing adolescent body - I can describe how I have changed since birth (HE34) - I understand some of the changes that happen as people grow from young to old (HE34) I can describe how people's needs change as they grow (HE34)	Christopher Winter

Year 2		
Pupils have the opportunity to learn	I can statements	Resources
Becoming an active citizen - how to take part in discussions/simple debates with others about topical issues - that people and other living things have needs and recognise their own responsibility to meet those needs^[SEP] - how to contribute to the life of the class and the school - that they belong to different groups and communities ie school, family^[SEP] - what improves and harms the environment and about some of the ways people look after them^[SEP] - some ways to look after their environment	Becoming an active citizen - I can take part in discussions/simple debates with others about topical issues - I can explain the responsibility I have to meet the needs of other people and things in my life - I contribute well to the life of my class and school - I can list the different groups and communities that I belong to - I know some things that improve and some things that harm the environment - I can demonstrate ways to look after my environment	

Year 2		
Pupils have the opportunity to learn	I can statements	Resources
Finance - that we can pay for things in a range of ways and that even when not using cash, money is being used (including buying online and in-app purchase) - how to explain the difference between needs and wants - that it may not be possible to have everything you want, straight away, if at all	Finance - I can explain different ways that we pay for things - I can explain the difference between needs and wants - I know that it is not possible to have everything I want, straight away, or at all	
Moving on - how to identify and celebrate positive achievements during their time in Year 2 - how to identify their strengths, areas for improvement and set themselves some goals for Year 3 - how to explain what they are worried about and what they are looking forward to in Year 3 - what to expect when they start Year 3	Moving on - I can identify and celebrate positive achievements during my time in Year 2 - I can identify my strengths, areas for improvement and set myself some goals for Year 3 - I can explain my feelings about moving to year 3, what I am worried about and what I am looking forward to - I know what to expect in Year 3	

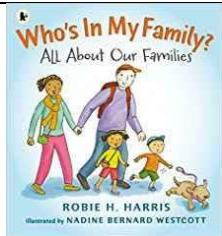


RSE 2020 Year Group Objectives Year 3

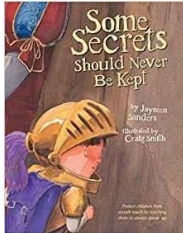
	Relationships, including friendships, on-line relationships
	Being safe, including drugs, alcohol and tobacco education
	Mental Wellbeing
	Internet safety and Harms
	Physical health and Healthy eating
	Health and prevention and first aid
	Changing adolescent body
	Citizenship
	Financial education
	Moving on

The framework provides suggested content for year 5 pupils in order to meet the statutory requirements of the new Relationships and Health Education curriculum and non-statutory sex education. Schools should adapt this content to meet the needs of their pupils in consultation with staff, parents and pupils.

This framework is a development of an original created by Nottingham City Healthy Schools team based on a PSHE scheme from North Yorkshire. Permission has been granted to re-use these elements. Thanks to all the Nottingham City teachers who have contributed to this framework.

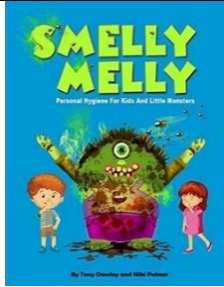
Year 3		
Pupils have the opportunity to learn	I can statements	Resources
Families and people who care for me - about a range of family types that may be similar or different to theirs (this includes same sex, adoption, fostering, single parents) (RE3) - that marriage is one way that people might show their commitment to one another in a family (RE5) Caring friendships - how to solve friendship problems (RE10) - how to welcome others into friendships and not leave people out (RE9) Respectful relationships - recognise what bullying is and know some consequences of it (RE17) - ways to responding to bullying and other negative behaviours (RE17) - how to listen to and show respect for the views of others (RE8) - They know the importance of valuing and respecting themselves and how this contributes to happiness (RE15) - how to recognise and challenge	Families and people who care for me - I understand that families come in all different varieties and can explain how these are similar or different to mine (RE3) I know what marriage is and why people might choose to get married (RE5) Caring friendships - I understand that sometimes there are problems within friendships (RE10) - I can demonstrate a range of strategies to resolve friendship problems (RE10) I can explain how someone might feel if they are left out and demonstrate how to include people in friendships (RE9) Respectful relationships - I can describe what bullying is and the harm it causes (RE17) - I know a range of strategies to respond to bullying and other negative behaviours that I experience or witness (RE17) - I can listen and show respect for the view of others even if they differ from my own (RE8) - I can identify my own strengths and tell these to someone (RE15) - I can recognise stereotypes and	 Who's In My Family? All About Our Families ROBIE H. HARRIS Illustrated by NADINE BERNARD WESTCOTT Christopher Winter resources  Cinderella's Bum NICOLA ALLAN Gender equality  PEARL FAIRWEATHER Pirate Captain Emma Carroll Illustrated by Lauren Child  purple mash 2 simple

stereotypes, particularly in relation to gender (RE18) - understand about different genders and that all genders are equal (RE18) Online relationships - demonstrate skills for keeping safe online (RE22) - how to show respect when communicating online, eg. email (RE21)	challenge them (RE18) I know that all genders and all people are equal and have equal rights (RE18) Online relationships I understand how to use the internet safely and can demonstrate this (RE22) I can demonstrate respect when communicating in written form online (RE21)	
--	--	--

Being safe - understand rules for basic road and rail safety - the difference between secrets and surprises and understand that some secrets should be told to a trusted adult (RE26) - how to judge what kind of physical contact is acceptable or unacceptable and if they are worried about something that has or may happen to any part of their body they know how to respond -including who they should tell and how to tell them (RE27) Drugs, alcohol and tobacco understand that there are other substances that affect the body that are not medicines and are legal, eg. caffeine, tobacco, alcohol (HE25)	Being safe - I can demonstrate how to keep safe on and near roads and railways - I can describe the difference between secrets and surprises and can recognise secrets that need to be shared with trusted adults (RE26) I can judge what kind of physical activity is acceptable or unacceptable to me and know what to do if I need support with this (RE27) Drugs, alcohol and tobacco - I know that there are a range of legal substances that affect the way a person's body or mind work, including caffeine, tobacco and alcohol (HE25)	On track resources 
Mental wellbeing - know the difference between mental wellbeing and mental ill health, and recognise that many people will experience mental ill health in their lives (HE1, HE10) - how to recognise the normal range of human emotions and how they change in different situations (HE2) - awareness of things that may impact on someone's mental wellbeing (HE7, HE8) about change and loss including separation, divorce and bereavement and the associated feelings (HE4)	Mental wellbeing - I know what mental wellbeing and mental ill health mean and understand that many people experience mental ill health (HE1, HE10) - I know that there are lots of emotions and that people's emotions change in different situations (HE2) - I know that change may cause me to have a range of feelings and can describe some ways to deal with change positively (HE4, HE7, HE8)	Websites: Mentally healthy schools Anna Freud Place to be Young minds 

Year 3		
Pupils have the opportunity to learn	I can statements	Resources
Internet safety and harms - understand the risks of communicating online and can demonstrate ways of reducing risk to ensure themselves and their friends are safe online when using websites, playing games, using email/text/video chat (HE13, HE15) - how to ration time spent online and the benefits of this (HE12) - how to get help if they are worried about something online (HE17) - that some information in the media and online is not true (HE16)	Internet safety and harms - I can describe and demonstrate safety rules when playing, working and communicating online (HE13, HE15) - I understand the benefits of rationing time spent online (HE12) - I know where and how to get help if I am worried about something online (HE17) - I understand that some information in the media and online is not true (HE16)	
Physical health and fitness - Awareness of a range of practical ways to increase daily exercise levels, for example walking or cycling to school (HE19) Healthy eating - understand the importance of drinking water regularly and how much to drink (HE22) - aware of which foods may contribute towards tooth decay (HE24)	Physical health and fitness - I can set myself a target to increase my physical activity and achieve it (HE19) Healthy eating - I know why it is important to drink water regularly and how much I should drink (HE22) - I can list and describe foods that may contribute towards tooth decay (HE24)	

Year 3		
Pupils have the opportunity to learn	I can statements	Resources

Health and prevention - the importance of keeping their skin protected from the sun and how to do this (HE27) - how to brush teeth effectively (HE29)	Health and prevention - I can explain how to keep my skin protected from the sun (HE27) - I can brush my teeth well in the morning and before bed (HE29)	

Year 3		
Pupils have the opportunity to learn	I can statements	Resources
Becoming an active citizen - how to participate in making and changing rules - why different rules are needed in different situations - that choices we make impact on the local, national and global communities - where to find impartial advice to inform their decision making - how to empathise with other people and situations through topical issues, problems and local and global events	Becoming an active citizen - I can participate in making and changing rules - I understand why different rules are needed in different situations - I know where to find impartial advice to support my decision-making - I can show empathy with other people and situations	

Year 3		
Pupils have the opportunity to learn	I can statements	Resources
Finance • how to look after and handle money in everyday situations • how to make simple financial decisions and consider how to spend money, including pocket money and contributions to charity • there are different ways to gain money, including earning it through work • reasons why we have charities	Finance • I can demonstrate how to look after and handle money in everyday situations • I can make simple financial decisions and consider how to spend money • I know some of the different way to gain money • I understand why we have charities •	
Moving on • how to identify and celebrate positive achievements during their time in Year 3 • how to identify their strengths, areas for improvement and set themselves some goals for Year 4 • how to explain what they are worried about and what they are looking forward to in Year 4 • what to expect when they start in Year 4	Moving on • I can identify and celebrate positive achievements during my time in Year 3 • I can identify my strengths, areas for improvement and set myself some goals for Year 4 • I can explain my feelings about moving to year 4, what I am worried about and what I am looking forward to • I know what to expect in Year 4	

RSHE 2020 Year Group Objectives Year 4

	Relationships, including friendships, on-line relationships
	Being safe, including drugs, alcohol and tobacco education
	Mental Wellbeing
	Internet safety and Harms
	Physical health and Healthy eating
	Health and prevention and first aid
	Changing adolescent body
	Citizenship
	Financial education
	Moving on

The framework provides suggested content for year 5 pupils in order to meet the statutory requirements of the new Relationships and Health Education curriculum and non-statutory sex education. Schools should adapt this content to meet the needs of their pupils in consultation with staff, parents and pupils.

This framework is a development of an original created by Nottingham City Healthy Schools team based on a PSHE scheme from North Yorkshire. Permission has been granted to re-use these elements. Thanks to all the Nottingham City teachers who have contributed to this framework.

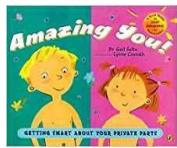
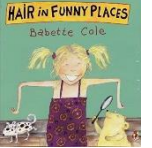
Year 4		
Pupils have the opportunity to learn	I can statements	Resources
Families and people who care for me - that there are different kinds of families and partnerships (RE3) - about the things that people in families can do to make a healthy family life (RE2) Caring friendships - about the qualities of healthy friendships (RE8) - how to recognise who to trust and who not to trust (RE11) Respectful relationships - how to acknowledge that others have different points of view (RE12) - how to express their views confidently and listen to and show respect for the views of others (RE12, RE13) - the importance of being respectful to everyone (RE12) - to recognise and care about other people's feelings (RE12) Online relationships - how information and data is shared and used online (RE24) - identify when they may need to seek help with an online issue	Families and people who care for me - I can identify behaviours that are not healthy or safe in family relationships (RE2, RE6) I can name people who can help if I am unhappy in my family (RE6) Caring friendships - I can say what makes me a good friend (RE8) - I can describe the qualities that I value in a friend (RE8) I can resolve differences effectively (RE10) Respectful relationships - I can confidently express my views on different topics - I understand that others may have different views to my own and can show respect for these (RE12, RE13) - I understand what respect is and can show this to others (RE12) I can recognise the feelings of others and demonstrate care (RE12) Online relationships - I can explain some of the ways that data is shared and used online (RE24) I can recognise situations where I need to seek help with an online issue (RE22)	 gender equality

(RE22)		
--------	--	--

Year 4		
Pupils have the opportunity to learn	I can statements	Resources
Being safe about personal boundaries; they know what they are willing to share with special people, friends, classmates and others; and that we all have rights to privacy (RE25, RE26) Drugs, alcohol and tobacco Understand some of the effects and risks of commonly used legal substances, eg. caffeine, tobacco, and alcohol (HE25)	Being safe - I understand what personal boundaries are and know that I can set my own boundaries in relationships with others (RE25) - I understand that myself and others have a right to privacy (RE25, RE26) I know when it is not appropriate to keep secrets (RE26) Drugs, alcohol and tobacco - I can describe some of the effects and risks of legal substances including caffeine, tobacco and alcohol (HE25)	
Mental wellbeing - about strong emotions they may have in certain situations and how to manage these safely (HE2, HE4) - how to respond appropriately to other people's feelings (HE3) - about how change can provoke strong emotions (HE3) - how to recognise their worth as an individual and the worth of other people (HE6) how to identify positive things about themselves and recognise some of their mistakes and learn from them (HE6)	Mental wellbeing - I can recognise in myself strong emotions, like anger, and know some ways to manage these safely (HE2, HE4) - I can recognise feelings in others and respond appropriately (HE3) - I understand that change can provoke strong emotions (HE3) - I can identify and celebrate my positive qualities and skills and those of others (HE6) I understand that mistakes are an opportunity to learn and develop (HE6)	Websites: Mentally healthy schools Anna Freud Place to be Young minds

Year 4		
Pupils have the opportunity to learn	I can statements	Resources
Internet safety and harms - that not everything on the internet is true and know what to do if they access something inappropriate (HE16, HE17) - the need to keep some information private in order to protect themselves when communicating online and implement strategies to do this (HE13) to recognise that online communications may be used for manipulation or persuasion and they have ways of managing this including where to get help if they think some of their private information is on the internet (HE15,	Internet safety and harms - I understand that not everything on the internet is true and can identify sites that are likely to contain accurate information (HE16) - I can explain how to protect my privacy online (HE13) - I can recognise online communications that are manipulative or persuasive and know how to respond appropriately to these (HE15) - I know how to report concerns and get help with issues online (HE17)	

HE17)		
Physical health and fitness - knowledge of different types of physical activity and how these benefit the body and mind (HE18, HE19) - knowledge of who can help them if they are worried about their physical health (HE21) Healthy eating - understand how to make a range of healthy food choices (HE22)	Physical health and fitness - I can describe a range of different types of physical activity and explain how these benefit the body and mind (HE18, HE19) I can name a range of people and organisations who can help me if I am worried about my physical health (HE21) Healthy eating - I understand that some food choices are healthier and gives more nutrients to the body than others (HE22) - I can make healthy food choices (HE22)	

Year 4		
Pupils have the opportunity to learn	I can statements	Resources
Health and prevention - about the importance of good oral hygiene and dental flossing, including regular check-ups at the dentist (HE29) Basic first aid - awareness of when to make a call to emergency services and how to do this (HE32)	Health and prevention - I can explain the importance of good oral hygiene (HE29) I can demonstrate how to clean teeth effectively (HE29) Basic first aid - I can identify situations when it would be appropriate to make a call to emergency services (HE32) I can demonstrate how to make a call to emergency services (HE32)	
Changing adolescent body - about some of the ways that their body and emotions will change through the process of puberty and how this is linked to reproduction (HE34) - the importance of keeping clean and hygienic when you begin the changes of puberty (HE34) - the scientific names for reproductive body parts including the special place inside a female body called a uterus/womb (HE34, HE35) - basic information about periods and how to manage them (HE35) information on what to do if they begin periods in school (HE35)	Changing adolescent body - I can describe some of the changes that happen to the body and mind during puberty (HE34) - I understand why puberty happens (HE34) - I know the scientific names for reproductive body parts including that there is a special place inside a female body called a uterus/womb (HE34/HE35) - I know what periods are and how to manage them (HE35) - I understand what someone would do if they begin their periods in school (HE35)	  Christopher Winter

Year 4		
Pupils have the opportunity to learn	I can statements	Resources
Becoming an active citizen • what democracy means • why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school • how to recognise aggressive and anti-social behaviours such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers • how to begin to respond to, or challenge, negative behaviours such as stereotyping, homophobia, transphobia and biphobia and racism • that to resolve differences they need to respect other people's point of view and respect their decisions but be able to explain their choices and viewpoints • how their choices may impact on the environment • how to describe the values of the school and know why they are important • how to describe the 'British Values' and give examples of what they mean in school and in society • how to demonstrate respect and tolerance towards people different from their themselves	Becoming an active citizen • I can explain what democracy means • I know why and how rules and laws are made and enforced • I know how I can have a say about how my school runs • I can recognise aggressive and anti-social behaviours such as bullying and discrimination and their impact on individuals and communities • I can demonstrate some strategies for responding to and challenging negative behaviours • I can demonstrate respect for other people's views • I understand that the choices I make may have an impact on the environment • I understand the values of my school and know how I can demonstrate these in practice • I know what British Values are and my role in upholding these in my school and wider community • I can demonstrate respect and tolerance to people different to me	

Year 4		
Pupils have the opportunity to learn	I can statements	Resources
Finance • to demonstrate how to look after and save money • to begin to develop an understanding that people have different financial circumstances • to begin to understand the different values and attitudes that people have with regard to money and that they may be different from theirs • to find out about the range of jobs carried out by people they know	Finance • I can explain how to look after and save money in a range of ways • I understand that people have different financial circumstances • I recognise that there are a range of different values and attitudes around money • I know a range of jobs that are carried out by people I know • I can describe some of the skills I will need for work in the future	https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2

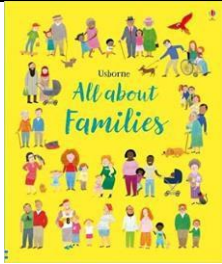
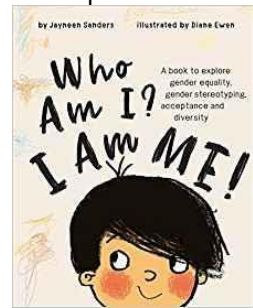
to explain how they will develop skills for work in the future		
Moving on - how to identify positive achievements during their time in Year 4 - how to identify their strengths, areas for improvement and set themselves some goals for Year 5 - how to explain what they are worried about and what they are looking forward to in Year 5 - what to expect when they start Year 5 that the learning choices they make will affect their future options.	Moving on - I can identify and celebrate positive achievements during my time in year 4 - I can identify my strengths, areas for improvement and set myself some goals for year 5 - I can explain my feelings about moving to year 5, what I am worried about and what I am looking forward to - I know what to expect in year 5 I understand that the learning choices I make will affect my future options	

RSE 2020 Year Group Objectives Year 5

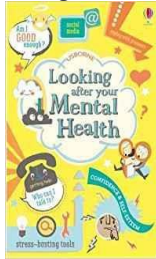
	Relationships, including friendships, on-line relationships
	Being safe, including drugs, alcohol and tobacco education
	Mental Wellbeing
	Internet safety and Harms
	Physical health and Healthy eating
	Health and prevention and first aid
	Changing adolescent body
	Citizenship
	Financial education
	Moving on

The framework provides suggested content for year 5 pupils in order to meet the statutory requirements of the new Relationships and Health Education curriculum and non-statutory sex education. Schools should adapt this content to meet the needs of their pupils in consultation with staff, parents and pupils.

This framework is a development of an original created by Nottingham City Healthy Schools team based on a PSHE scheme from North Yorkshire. Permission has been granted to re-use these elements. Thanks to all the Nottingham City teachers who have contributed to this framework.

Year 5		
Pupils have the opportunity to learn	I can statements	Resources
Families and people who care for me - Recognising behaviours that are not healthy or safe in family relationships (RE2, RE6) - Identifying people who can help if family relationships are making them feel unhappy (RE6) Caring friendships - identify the qualities they have that make them a good friend (RE8) - identify the qualities that they value in a friend (RE8) how to resolve differences, looking at alternatives, making decisions and explaining choices (RE10) Respectful relationships - what makes a healthy, respectful relationship (RE16) - about the different ways that people bully others and how bullying impacts on mental health and wellbeing (RE17) - the importance of not being a bystander to bullying and how	Families and people who care for me - I can identify behaviours that are not healthy or safe in family relationships (RE2, RE6) I can name people who can help if I am unhappy in my family (RE6) Caring friendships - I can say what makes me a good friend (RE8) - I can describe the qualities that I value in a friend (RE8) I can resolve differences effectively (RE10) Respectful relationships - I can say what makes a healthy, respectful relationship (RE16) - I understand the impact of bullying and what I can do to stop it (RE17) - I know that being a bystander to bullying is unacceptable and where people can go for help (RE17) - I understand the difference between aggressive, assertive and passive behaviour (RE13) I can identify when a relationship has	 Christopher Winter resources  Gender equality 

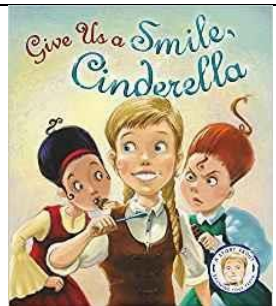
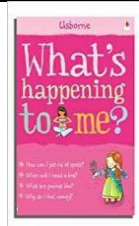
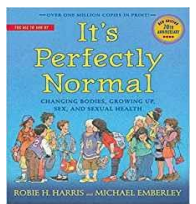
to seek help (RE17) - recognise the difference between aggressive, assertive and passive behaviour (RE13) - explore the ways that one person may abuse another in a relationship (RE16, RE17) - identify where people can go to get support if they are experiencing relationship difficulties (RE6, RE29, RE30, RE31, RE32) to value themselves and show self-respect (RE15) Online relationships - the importance of showing people the same respect online as we show in face to face relationships (RE21) - how to recognise risks online (RE22, RE23, RE20) - how to report a concern online (RE22)	become abusive and know who to talk to (RE16, RE17, RE6, RE29, RE30, RE31, RE32) Online relationships - I understand that I need to show the same respect to people online as in face to face relationships (RE21) - I understand and can recognise risks online (RE22, RE23, RE20) I can demonstrate how to report a concern online (RE22)	
--	--	--

Being safe - that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and the media (RE23, RE25, HE16) - understand the difference between appropriate and inappropriate physical contact and know when, where and how to seek help if they experience inappropriate touching (RE27) Drugs, alcohol and tobacco which commonly available substances (alcohol, tobacco, medicines) and drugs are legal and illegal, and their effects and risks (HE25)	Being safe - I understand that I may encounter pressure from various sources to behave in an unacceptable, unhealthy or risky way (RE23, RE25, HE16) - I have some strategies to assess, manage and resist such pressure and make positive healthy choices for myself (RE25) I can explain the difference between appropriate and inappropriate touch and know who, and how, to seek help if I experience inappropriate touching (RE27) Drugs, alcohol and tobacco - I know which commonly available substances (alcohol, tobacco, medicines) and drugs are legal and illegal, and their effects and risks (HE25)	Keep On track resources
Mental wellbeing - how to deal positively with their feelings and recognise a range of emotions in others and can explain the intensity of their feelings to others (HE3) - what resilience is and have strategies they can use to build their own resilience (HE6) - be able to recognise when to	Mental wellbeing - I can explain strategies for managing my feelings appropriately (HE3) - I am able to recognise a range of emotions in others (HE3) - I have vocabulary to explain the intensity of my feelings to others (HE3) - I know what resilience is and have	Websites: Mentally healthy schools Anna Freud Place to be Young minds 

seek support for their own or someone else's mental wellbeing (HE9)	strategies to build my own resilience (HE6) I can recognise when to seek support for my own or someone else's mental wellbeing (HE9)	
---	--	--

Year 5		
Pupils have the opportunity to learn	I can statements	Resources
Internet safety and harms - how to recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website (HE16) - how to use online tools safely to exchange information and collaborate with others within and beyond school e.g. sharing a picture or video online e.g. social media, YouTube. (HE11) - how some people use online technology to bully other people and they know how to seek help if this happens to them or a friend (HE15) - the potential risks of providing personal information online both within and outside school (HE13) - how to use a range of strategies to protect their personal information, including passwords, addresses and images of themselves and others(HE13) - how to present themselves safely online eg social media sites, online gaming (HE13) - the risks of online streaming and sending images of themselves online and how to respond if someone asks them to send an image of their naked body (RE22, HE15) - how computer games are classified and why (HE14)	Internet safety and harms - I recognise that not all information on the internet is accurate or unbiased (advertising) and have strategies for identifying the origin of a website (HE16) - I can use online tools safely to exchange information and collaborate with others within and beyond school e.g. sharing a picture or video online e.g. social media, YouTube. (HE11) - I understand that some people use online technology to bully other people and I know how to seek help if this happens to me or a friend(HE15) - I understand the potential risks of providing personal information online both within and outside school (HE13) - I know a range of strategies for protecting my personal information, including passwords, addresses and images of myself and others(HE13) - I know how to present myself safely online eg social media sites, online gaming (HE13) - I understand the risks of online streaming and sending images of myself online (HE13, HE22) - I can explain how to respond if someone asks me to send an image of my naked body (RE22, HE15) I know how computer games are classified and understand why (HE14)	

Physical health and fitness - understand the risks of an inactive lifestyle (illness, obesity) (HE20) be able to make small changes to increase the amount of activity in their daily routine (HE19) Healthy eating - know about the main components of a healthy diet (HE22) - understand possible consequences of poor diet (HE24)	Physical health and fitness - I understand the risks of an inactive lifestyle (illness, obesity) (HE20) I can make small changes to increase the amount of activity in my daily routine (HE19) Healthy eating - I can explain the main components of a healthy diet (HE22) - I understand the possible consequences of a poor diet (HE24)	
--	---	--

Year 5		
Pupils have the opportunity to learn	I can statements	Resources
Health and prevention understand the importance of good quality sleep and how this contributes to good physical and emotional health (HE28) the increasing importance of good hygiene and regular washing during puberty and beyond (RE30) Basic first aid How make a call to emergency services (HE32)	Health and prevention - I understand the importance of good quality sleep and how this contributes to my physical and emotional health (HE28) - I know that good hygiene and regular washing is important during puberty and beyond (RE30) Basic first aid - I can demonstrate how to make a call to emergency services (HE32)	
Changing adolescent body - awareness of the parts of the reproductive system in male and female bodies, (HE34) - the ways in which people grow and develop during puberty both physically and emotionally (HE34) - the stages of the menstrual cycle (HE35) - how to manage menstruation (HE30, HE35) - how to recognise, as they approach	Changing adolescent body - I can name the parts of the reproductive system in male and female bodies, (HE34) - I can explain the ways in which people grow and develop during puberty both physically and emotionally (HE34) - I understand the stages of the menstrual cycle (HE35) - I know how menstruation can be managed (HE30, HE35) - I understand that people's emotions may change during puberty and have a range of	 

puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way (HE2, HE4, HE34) - information on what to do if they begin periods in school (HE35) - understand terms relating to gender and gender identity, including transgender and non-binary.	strategies for managing my feelings towards myself, my family and others in a positive way (HE2, HE4, HE34) I know what someone would do if they begin their periods in school (HE35) I can explain terms relating to gender and gender identity, including transgender and non-binary	
---	--	--

Year 5		
Pupils have the opportunity to learn	I can statements	Resources
Becoming an active citizen - what democracy is and how a democratic government works - how to take part in democratic events in school (eg: voting for school council, mock election) - the consequences of breaking the law and how the criminal justice system works in the UK - how to access local and national support groups - how to talk and write about their opinions - 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 (The Equality Act 2010) - that circumstances in other countries and cultures may be different from our own - why some people have chosen to leave their country and migrate to the UK - the difference between economic migrant, asylum seeker and refugee - about Fair Trade and what it means - that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc) - that choices we make as individuals, a community and a nation impact internationally - to understand that 'poverty' might have different meanings to different people in different circumstances - how to recognise and challenge stereotypes - where to find impartial advice to inform their decision making and understand about media bias - how to talk and write about their	Becoming an active citizen - I can explain what democracy is and how a democratic government works - I know how to take part in democratic events in school (eg: voting for school council, mock election) - I understand the consequences of breaking the law and how the criminal justice system works in the UK - I know how to access local and national support groups - I can talk and write about my opinions - I understand 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 (The Equality Act 2010) - I know that circumstances in other countries and cultures may be different from our own - I understand why some people have chosen to leave their country and migrate to the UK - I can explain the difference between economic migrant, asylum seeker and refugee - I understand about Fair Trade and what it means - I understand that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc) - I know that choices we make as individuals, a community and a nation impact internationally - I understand that 'poverty' might have different meanings to different people in different circumstances - I can recognise and challenge stereotypes - I know where to find impartial advice to inform my decision making and understand about media bias - I can talk and write about my opinions confidently and listen to and show respect for the opinions of others	

opinions confidently and listen to and show respect for the opinions of others • how to resolve differences, looking at alternatives, making decisions and explaining choices	• I know a range of strategies for resolving differences, making decisions and explaining choices	
--	---	--

Year 5		
Pupils have the opportunity to learn	I can statements	Resources
Finance • to make considered decisions about saving, spending and giving • how to differentiate between essentials and desires - needs and wants • what 'value for money' means and how to make informed choices to get 'value for money' • to assess 'best buys' in a range of circumstances • to understand and manage feelings about money, their own and others • about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and they are aware of some of the rights and responsibilities when it comes to treating people fairly • how they can develop skills to make a contribution in the future • to consider what they like, what they are good at and what they enjoy doing and can talk positively about	Finance • I can make considered decisions about saving, spending and giving • I know how to differentiate between essentials and desires - needs and wants • I understand what 'value for money' means and how to make informed choices to get 'value for money' • I can assess 'best buys' in a range of circumstances • I understand and manage feelings about money, my own and others • I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices • I understand some of the rights and responsibilities when it comes to treating people fairly • I know the skills to develop that will make a contribution to my future life and career • I can explain what I like and what I am good at • I can talk positively about	https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2

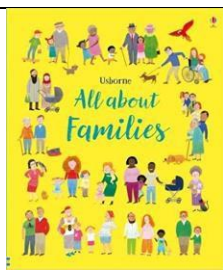
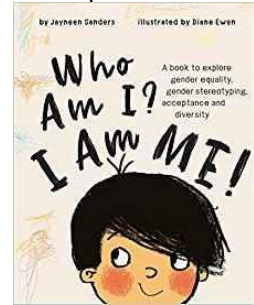
their strengths - the importance of making a good impression when going through a selection process and they can demonstrate some of the skills required to do this - that there are a range of earnings for different jobs that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)	my strengths - I understand the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this - I know that there are a range of earnings for different jobs - I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)	
Moving on - how to identify positive achievements during their time in Year 5 - how to identify their strengths, areas for improvement and set themselves some goals for Year 6 - how to explain what they are worried about and what they are looking forward to in Year 6 - what to expect when they start Year 6 - some of the ways of dealing with the feelings that sometimes arise from change	Moving on - I can identify my positive achievements in Year 5 - I have identified my strengths, areas for improvement and goals for Year 6 - I can explain my worries about year 6 and what I am looking forward to - I know what to expect in Year 6 I know some ways to deal with the feelings that sometimes arise from change	

RSE 2020 Year Group Objectives Year 6

	Relationships, including friendships, on-line relationships
	Being safe, including drugs, alcohol and tobacco education
	Mental Wellbeing
	Internet safety and Harms
	Physical health and Healthy eating
	Health and prevention and first aid
	Changing adolescent body
	Citizenship
	Financial education
	Moving on

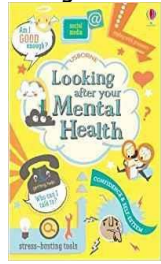
The framework provides suggested content for year 5 pupils in order to meet the statutory requirements of the new Relationships and Health Education curriculum and non-statutory sex education. Schools should adapt this content to meet the needs of their pupils in consultation with staff, parents and pupils.

This framework is a development of an original created by Nottingham City Healthy Schools team based on a PSHE scheme from North Yorkshire. Permission has been granted to re-use these elements. Thanks to all the Nottingham City teachers who have contributed to this framework.

Year 6		
Pupils have the opportunity to learn	I can statements	Resources
Families and people who care for me - that civil partnerships and marriages are examples of lifelong legal commitments that people in stable, loving relationships may choose to make (RE4, RE5) - that marriage and civil partnerships must be freely entered into by both people and they know the legal age when someone can make these commitments (RE5) - that forcing anyone to marry is a crime; that support is available to protect and prevent people being forced into marriage and they know people may get support for themselves or others (RE5) understand the responsibilities of being a parent and the skills needed to parent effectively (RE1, RE2) Caring friendships - that relationships may change over time and that new relationships and friendships can develop (RE7) - the skills needed to make new friends and manage changing friendships as they transition into secondary (RE10, RE11)	Families and people who care for me - I can understand fairness in relationships (RE2) - I know that civil partnerships and marriages are examples of lifelong legal commitments that people in stable, loving relationships may choose to make (RE4, RE5) - I can explain the laws around marriage and civil partnerships (RE5) - I know that forcing anyone to marry is a crime; and understand that support is available to protect and prevent people being forced into marriage. (RE5) I can explain what it means to be a parent (RE1, RE2) Caring friendships - I understand that relationships may change over time and that new relationships and friendships can develop (RE7) - I can demonstrate the skills needed to make new friends and manage changing friendships (RE10, RE11)	 Christopher Winter resources  Gender equality 

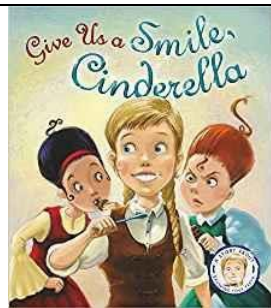
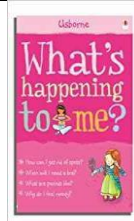
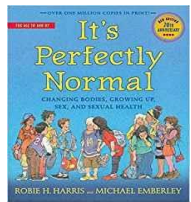
how to ensure that others feel included in their friendships (RE9) Respectful relationships • identify some strategies for resolving friendship and relationship disputes and conflict (RE10, RE13) • explore the consequences of discrimination, homophobia, transphobia, biphobia and racism on individuals and communities, and how to respond to them and ask for help (RE12, RE16, RE17, RE18) • how to recognise and challenge discrimination, teasing, anti-social and aggressive behaviours, such as bullying, cyber-bullying, 'trolling' and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender and disability) (RE12, RE16, RE17, RE18) • the nature, causes and consequences of hate crime (RE12, RE16, RE17, RE18) identify where people can go to get support if they are experiencing relationship difficulties (RE6, RE29, RE30, RE31, RE32) Online relationships • what grooming is and how to get help if they, or someone they know, is being groomed (RE22, RE23) • that the person they think they are communicating with on-line may not be who they say they are and may ask them to do inappropriate activities (RE20, RE23) • how to critically consider their online friendships (RE23) • how information and data is shared and used online (RE24)	• I can make others feel included (RE9) I can adjust when things change (RE10, RE11) Respectful relationships • I can identify some helpful strategies for resolving friendship and relationship disputes and conflict (RE10, RE13) • I can solve problems in a rational manner (RE10) • I can recognise and challenge discrimination, teasing, anti-social and aggressive behaviours in an appropriate way (RE12, RE16, RE17, RE18) • I can identify hate crime and know how to report it (RE12, RE16, RE17, RE18) I know some places where people can go to get support if they are experiencing relationship difficulties (RE6, RE29, RE30, RE31, RE32) Online relationships • what grooming is and how to get help if they, or someone they know, is being groomed (RE22, RE23) • I can keep myself safe online (RE22) • I can report something I am unsure about (RE22) • I can explain the risks around communicating with people online and online 'friendships' and know how to keep myself safe (RE20, RE23) • I can make decisions about what is ok to share online (RE24) I understand how information and data is shared and used online (RE24)	
--	---	--

Being safe • that the letters FGM stand for 'Female Genital Mutilation' and that changing or removing female private parts causes harm and is against the law if it happens to someone who lives in this country (RE27) • how to respond to challenges including recognising, managing and assessing risks in different situations and how to manage them responsibly, including judging what kind of physical contact is acceptable or unacceptable (RE19, RE27, RE28, RE29, RE30, RE32) how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe is wrong including when to share a confidential secret (RE25, RE26, RE30, RE32)	Being safe • I know what FGM is and who to talk to if I am worried about myself or a friend (RE27) • I can manage and assess risks in different situations, particularly regarding physical contact and adults I don't know (RE19, RE27, RE28, RE29, RE30, RE32) • I can explain some strategies for resisting pressure in different forms (RE25, RE26, RE30, RE32) Drugs, alcohol and tobacco • I know the risks and consequences of misusing medicines, alcohol, tobacco, drugs and	DARE
--	---	-------------

Drugs, alcohol and tobacco - know some consequences of misusing medicines, alcohol, tobacco, drugs and other substances (HE25) - understand what is meant by the term 'habit' and why habits can be hard to change (HE25)	other substances (HE25) I understand what is meant by the term 'habit' and why habits can be hard to change (HE25)	
Mental wellbeing - how to recognise the signs of mental ill health (HE7, HE9, HE10) - know a range of strategies to maintain and improve mental wellbeing (HE5, HE6) - understand where and how to seek help if they are worried about their own or someone else's mental health and wellbeing (HE9, HE10)	Mental wellbeing - I can identify some signs of mental ill health (HE7, HE9, HE10) - I know a range of strategies to maintain and improve mental wellbeing (HE5, HE6) I can list some people and organisations that can support me or someone I know with their wellbeing and explain how to access them (HE9, HE10)	Websites: Mentally healthy schools Anna Freud Place to be Young minds 

Year 6		
Pupils have the opportunity to learn	I can statements	Resources
Internet safety and harms - that a mobile phone and/or tablet should be used responsibly; e.g. safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning off at night etc) (HE12) - the need to use respectful language and know the legal consequences for sending offensive online communications (HE13, RE21) - how to critically examine what is presented to them in social media and why it's important to do so (HE16) - the importance of being careful in what they forward to others (HE13) - the consequences of sending naked images of themselves online and they are able to resist any pressure to do this (HE13) - how to get help with issues online and how to report concerns (HE17)	Internet safety and harms - I can explain and demonstrate safe use of a mobile phone and/or tablet (HE12) - I understand the need to use respectful language and the legal consequences for sending offensive online communications (HE13, RE21) - I can critically evaluate what is presented online and know why this is important (HE16) - I understand the risks and safety rules around forwarding things online (HE13) - I know the consequences of sending naked images online (HE13) - I know how to get help with issues online and how to report concerns (HE17)	

Physical health and fitness - how to assess their level of physical activity and manage their time to include regular exercise (HE19) - understand the links between physical activity and mental wellbeing (HE5, HE18) know who can help if they are worried about their health (HE21) Healthy eating - able to plan a healthy meal using the main food groups (HE23) - understand how healthy nutrition supports their growth and development as they move into adolescence (HE22)	Physical health and fitness - I include regular exercise in my daily and weekly routine (HE19) - I can explain the links between physical activity and mental wellbeing (HE5, HE18) - I know who can I can go to for help if I am worried about my health (HE21) Healthy eating - I can plan a healthy meal using the main food groups (HE23) I understand how healthy nutrition supports my body and mind (HE22)	
---	--	--

Year 6		
Pupils have the opportunity to learn	I can statements	Resources
Health and prevention - awareness of early signs of physical illness (HE26, HE27) - understand about the types of immunisation and vaccination and why they are important (HE31) Basic first aid how to deal with common injuries, including head injuries (HE33)	Health and prevention - I know some early signs of physical illness (HE26, HE27) - I understand about the types of immunisation and vaccination and why they are important (HE31) Basic first aid - I can demonstrate some basic first aid for common injuries (HE33)	
Changing adolescent body - how to maintain hygiene during puberty (HE30, HE35) - how to manage their periods (menstruation) and how to show understanding and respect to others who are menstruating (HE35) - understand the impact that puberty has on feelings and emotions (HE2, HE4, HE35) information on what to do if they begin periods in school (HE35) Sex education - some facts about human reproduction including conception, pregnancy and birth - that there are lots of things to consider before people choose to have a baby - awareness that pregnancy can be prevented through use of contraception - the age at which a person in the UK is able to consent to sexual activity and understand what consent is - terms relating to sexual orientation (for example	Changing adolescent body - I can explain how to maintain hygiene during puberty (HE30, HE35) - I know some ways that periods can be managed (HE35) - I can show maturity, understanding and respect around menstruation (HE35) - I understand the impact that puberty has on feelings and emotions (HE2, HE4, HE35) I know what someone needs to do if they begin their first period in school (HE35) Sex education - I can explain how human reproduction occurs, including conception, pregnancy and birth - I understand that there are lots of things to consider before people choose to have a baby - I know that pregnancy can be prevented through use of contraception - I understand what consent is - I know that the legal age for someone to consent to sexual activity in this country is 16 - I understand that some people choose to be in romantic and	   

heterosexual, gay, lesbian, bisexual, pansexual) the characteristics of healthy romantic and intimate relationships	intimate relationships with people of the opposite gender and some have relationships with people of the same or other genders I can use some terms to describe different relationships (for example heterosexual, gay, lesbian, bisexual, pansexual) I can explain the characteristics of healthy romantic and intimate relationships	
--	--	--

Year 6		
Pupils have the opportunity to learn	I can statements	Resources
Becoming an active citizen - how democracy works in the UK at a local, regional and national scale - that there are other forms of government that are not democratic and can give some examples of these - what being part of a community means and they can take part more fully in school and community activities - how to demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment - that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child - that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment - how to research, discuss and debate topical issues, problems and events - how to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation - how the media present information	Becoming an active citizen - I understand how democracy works in the UK at a local, regional and national scale^{[1][2]} - I know that there are other forms of government that are not democratic and can give some examples of these - I understand what being part of a community means and I can take part fully in school and community activities^{[1][2]} - I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment^{[1][2]} - I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights^{[1][2]} of the Child^{[1][2]} - I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment^{[1][2]} - I can demonstrate how to research, discuss and debate topical issues, problems and events^{[1][2]} - I appreciate the range of national, regional, religious and ethnic identities in the United	

and that the media can be both a positive and negative influence • how to critique how the media present information • how to discuss controversial issues in a mature manner, such as terrorism, migration and racism. •	Kingdom and the benefits of being a multi-cultural nation^{[1][2]} • I understand how the media present information and that the media can be both a positive and negative influence^{[1][2]} • I can critique how the media present information^{[1][2]} • I can discuss controversial issues in a mature manner, such as terrorism, migration and racism •	
--	--	--

Year 6		
Pupils have the opportunity to learn	I can statements	Resources
Finance • how people's careers may vary and how they develop in different ways • how to describe a range of local businesses and how they are run and the products and/or services they provide^{[1][2]} • that they have the same rights and opportunities in learning and work as other people.^{[1][2]} • that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act^{[1][2]} • how to recognise and start to demonstrate some of the key qualities and skills that employers are looking for • what does it mean to be enterprising^{[1][2]} • that money we earn also supports the community and how this happens	Finance • I can describe how people's careers may vary and how they develop in different ways • I can describe a range of local businesses, how they are run and the products and/or services they provide^{[1][2]} • I undersand that I have the same rights and opportunities in learning and work as other people. • I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act^{[1][2]} • I can demonstrate some of the key qualities and skills that employers are looking for • I can demonstrate enterprise skills^{[1][2]} • I understand that the money we earn also supports the community and how this happens	https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2

Moving on • how to identify positive achievements during their time in Primary School • how to explain what they are worried about and what they are looking forward to in Year 7 • how to identify their strengths, areas for improvement and set themselves some goals for Year 7 • what to expect when they start Year 7 • to take part and reflect on a planned programme of transition to KS3 • how change can interfere with our feelings of belonging	Moving on • I can identify my positive achievements during my time in Primary School • I can explain what I am worried about and what I am looking forward to in Year 7 • I can list my strengths, areas for improvement and goals for Year 7 • I know what to expect when I start Year 7 • I have taken part in a planned programme of transition to KS3 I have some positive strategies for coping with change	
---	---	--