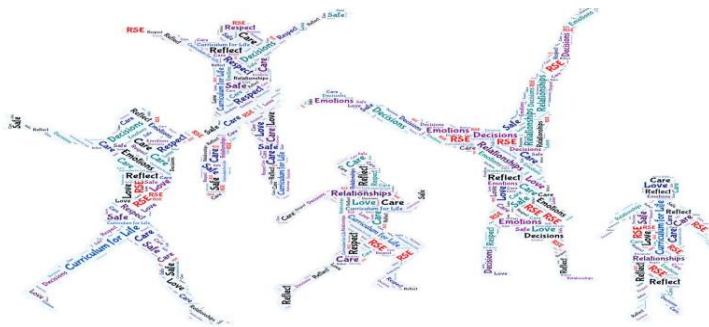


Good beginnings never end.

## Relationships, Sex and Health Education Policy

# STATUTORY POLICY

Be tolerant Be confident  
Be curious Be kind  
Be happy



Approved by: Governing Body

Date: 07.03.2023

Next review due by: March 2026

Version Control Sheet:

Date	Summary of Changes Made	Author	Version
01.10.2021	Policy rewritten	Becky Lawrence	1
28.02.2023	Minor amendments made to wording of assessment procedures to reflect practice, and removal of reference to subscription to National Children's Bureau, as this has ceased.	Becky Lawrence	2

## CONTEXT

The school's policy for RSHE is based on the 2014 National Curriculum for Key Stages 1 and 2, alongside the Early Years Early Learning Goals.

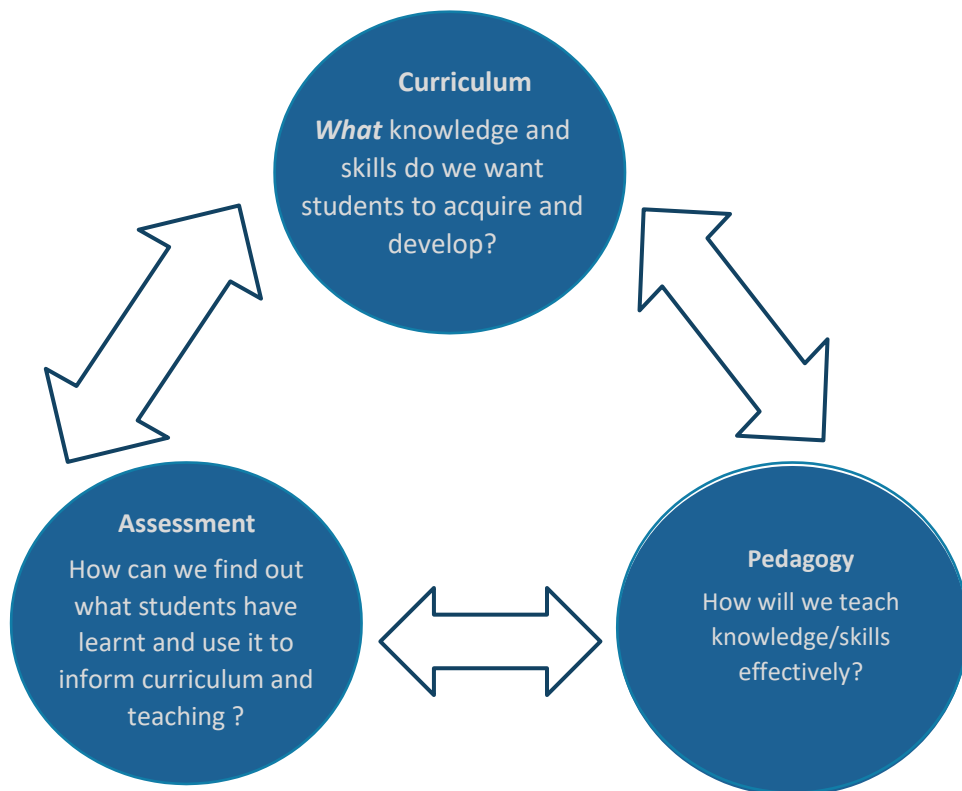
## Curriculum and Teaching Intent

Our curriculum inspires and challenges all students (including those with SEND and at risk from disadvantage) to:

- Develop and retain knowledge, skills and personal aptitudes that prepare them for future education and employment, enabling them to continue learning and lead fulfilling lives.
- Develop the spiritual, emotional, moral, social, and cultural capital that empowers them as individuals and citizens.
- Achieve outcomes that show well-above average progress, whatever their starting points.

Staff plan all aspects of the curriculum collaboratively, in order to drive high expectations of curriculum content, resourcing and pedagogy whilst seeking to optimise the balance between workload and impact.

This policy needs to be read in conjunction with our Curriculum, Teaching and Assessment Policy and is driven through the following three areas:



This policy was developed in response to Relationships Education, Relationships and Sex Education and Health Education guidance and government response (DfE March 2017 and February 2019).

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

Documents that inform High View's RHSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21<sup>st</sup> century (2014)
- Keeping children safe in education –Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE 2017)

## DEFINITION

Relationships, Sex and Health education (RSHE) is part of the wider personal, social and health education curriculum in our school under what we call our 'Curriculum for Life.' RSHE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, and for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes: **RSHE is not about the promotion of sexual activity.**

In this document, **Relationships and Health education** is defined as **"Learning about physical, moral and emotional development"**, and incorporates the statutory elements which **parents DO NOT have the right to withdraw** their children from.

And **Sex Education** is defined as **"Human Reproduction"** (as puberty learning is included in the statutory elements of "Physical Health and Mental Wellbeing" at Primary School, within the area of **changing adolescent body**), and is a non-statutory element which **parents DO HAVE the right to withdraw** their children from.

## PARENTS AND CARERS

The important lessons parents teach their child about healthy relationships, looking after themselves and staying safe, are respected and valued at our school. Teaching at High View will compliment and reinforce the lessons you teach your child as they grow up.

We will consult with parents regularly, but particularly when we are developing or renewing our policy.

A paper copy of the policy is also available via our school reception desk. We can provide a copy in large print or in multiple languages.

Parents cannot withdraw their child from Relationships and Health Education because it is important that all children receive the content, covering topics such as friendships and how to keep themselves safe.

We have made the choice to teach some of the Changing Me aspects in all year groups, with the addition of Sex Education (Human Reproduction) in Years 4, 5 and 6, as we feel they are mature enough to have meaningful conversations on the subject and also because they are increasingly allowed more independence during which they may be exposed to untruths, myths and misconceptions.

If parents/carers do not want their child to take part in some or all of the lessons on Sex Education, they will have the opportunity to withdraw them from the non-statutory content via a Google form.

Staff are happy to support parents/carers with age-appropriate approaches to sex education and in planning conversations with their children.

The science curriculum in all maintained schools, includes content on human development, including reproduction, which there is no right to withdraw from.

## **INTENT AND RATIONALE**

Today's children and young people are growing up in an increasingly complex world, where relationships develop in real time as well as online. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. We want our pupils to be prepared, in the widest sense, for adult life and the challenges they may face.

## **RELATIONSHIPS AND ETHOS**

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

We believe Sex and Relationships Education is particularly important in our community, as some children are extremely vulnerable. We would prefer children to learn about positive relationships and the changes they will face growing up, in a safe environment with professional educators, supported by health practitioners and parents working together, rather than in the playground or in a community of older youths, where misconceptions can arise. We view the partnership with home and school as vital in providing the context through which our lessons are planned.

## **ENTITLEMENT AND EQUAL OPPORTUNITIES**

RSHE is provided for all children at an appropriate level. Teaching is sensitively planned and will have due regard to their age, ability, readiness and those with English as an additional language. It is an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.

We promote diversity and inclusion, so teaching is sensitive to the protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity.

- *Students with Special Needs*

We ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs or disabilities (SEND). We do this by ensuring lessons are tailored to meet the developmental needs of all pupils. If needed, we pre-teach more sensitive content so that children know what to expect from the lesson, before it takes place alongside their peers.

- *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

- *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support.

## **ROLES AND RESPONSIBILITIES**

Responsibility for our school's RSHE policy ultimately lies with our Board of Governors, who, as a collective, will review the policy at least every 18 months.

Our RSHE provision is led by our **Curriculum for Life Team**, consisting of:

- Mr. Jody Trayte (Headteacher)
- Mrs Sarah Maddock (Deputy Headteacher)
- Mrs Rebecca Lawrence (PSHE Leader)
- Mrs. Charlotte Sluman (Science Leader)
- Mrs Jane Swain (School Governor)

The Curriculum for Life Team will be members of the PSHE Association and Plymouth's PSHE and Science Curriculum Subject Hubs and will therefore have up to date professional development to enable us to refine our practice. They will provide or commission specific training for all staff on a regular basis.

The Team will also liaise and take advice from other professionals as appropriate, including the NSPCC for example.

Specific sex education lessons provided in Years 4, 5 and 6 will be run by the class teachers. Parents will be notified beforehand, with the option to 'opt out' of the non-statutory aspects of the curriculum, ensuring that they are familiar with the content.

## **SAFE AND EFFECTIVE PRACTICE**

We will ensure a safe learning environment by setting out the ground rules during lessons. High expectations of behaviour and mutual respect are laid out.

Questions will be answered sensitively and, in an age-appropriate manner. Pupils will be able to raise questions in the class, individually with the teacher or anonymously through our Helping Hands Boxes around the school.

We will distance the topic from the individual by commenting on what was said, not the person who said it. Children will be encouraged to use a talk partner to discuss ideas with them first if they wish, before feeding back to the whole class.

Where pupils might indicate that they are worried, may be vulnerable or at risk, they will receive swift and appropriate support from our staff and partner agencies where appropriate. At High View, we communicate with parents regularly and have an open-door policy.

Staff at High View are trained to spot and deal with sexualised behaviour in schools. Key staff have engaged in the NSPCC's Managing Child Sexual Behaviour training, incorporating the Brook Sexual Behaviours Traffic Light Tool.

High View School takes a whole school approach to safeguarding. Through our delivery of Sex and Relationships Education, we will help to prepare children for life in modern Britain in an age and stage appropriate way, drawing upon expert advice and support where needed. Under the 2017 DfE guidance we will tackle issues such as:

## **ATTITUDES AND VALUES**

**Throughout their time at High View, children will:**

- learn the importance of values, individual conscience and moral choices;
- learn the value of family life, stable and loving relationships, civil partnership and marriage;
- learn the value of respect, love and care;
- explore, consider and understand moral dilemmas;
- develop critical thinking as part of decision-making;
- challenge myths, misconceptions and false assumptions about normal behaviour.

## **PERSONAL AND SOCIAL SKILLS**

**Children will:**

- learn to manage emotions and relationships confidently and sensitively;
- develop self and mutual respect and empathy for others;
- learn to make choices with an absence of prejudice;
- develop an appreciation of the consequences of choices made;

- manage conflict;
- be empowered with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

## KNOWLEDGE AND UNDERSTANDING

### Children will:

- learn about and understand physical development at appropriate stages;
- learn about reproduction;
- understand human sexuality, emotions and relationships;
- understand what constitutes a healthy and respectful relationship;
- discuss body confidence and self-esteem;
- recognise prejudiced behaviour;
- learn that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

## CURRICULUM DESIGN

Our curriculum for RSHE is organised so that topics are gradually introduced at a deeper, more complex level as children move up through the school. During this time, they will rehearse the essential skills and attributes that young people need to manage their lives and keep themselves safe, both now and in the future.

High View's curriculum is carefully woven together so that vital concepts and messages are revisited and are not met in isolation.

Themes will be revisited within a broad and balanced curriculum that reinforces the RSHE and PSHE policies within our **Curriculum for Life**. In our computing curriculum for example, we use a framework of lessons that equip children and young people for digital life, including online relationships, health, wellbeing and lifestyle. During our science curriculum, children will also learn about reproduction and names of external body parts.

In designing our curriculum, we have worked very closely with our local PSHE Hub and PSHE association. We utilise resources from Jigsaw, NSPCC and National Children's Bureau's Sex Education Forum (SRE), Betty for Schools and we have listened to parents and children to ensure we are meeting the needs of our community.

### **NSPCC SPEAK OUT STAY SAFE CAMPAIGN and DEVON CHILD ASSAULT CAMPAIGN (CAP)**

Children's ability to keep themselves safe is paramount at High View. We work with these programmes to educate and empower children to take control of their own safety and workshops and assemblies are delivered in an age appropriate manner.

Members of High View's film club created a film for the NSPCC for their PANTS Campaign in 2019. This can be found on: <https://vimeo.com/366076667?ref=em-share>

**By the end of primary school, children will have been taught content on the following statutory areas:**

**Relationships Education:**

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

**Sex Education:**

- *Human reproduction (this is a non-statutory element, and therefore parents have the right to be consulted on this content and withdraw their child from this area of learning)*

**Physical Health and Mental Wellbeing:**

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

**MONITORING AND EVALUATION**

In developing this policy, we have used the RSHE audit tool to provide a snapshot of our RSHE provision, based on a set of best practice criteria mapped against our whole school approach.

Teachers regularly reflect on their teaching and on the impact on children's learning during their team planning, preparation and assessment time (PPA and during In-School Staff Educational Training (INSET), where our approach to teaching will be evaluated and skills and knowledge built upon.

Children will have opportunities to review and reflect upon their learning during and between lessons. Their voice will be influential in adapting and amending planning.

## **IMPACT**

Children's understanding will be regularly checked through a variety of assessment techniques. Assessment activities will include rewind questions, retrieval quizzes, drawing and writing activities and conversations. Not all assessment will be written. However, if and when it is deemed appropriate, baseline assessments may be used at the beginning of a unit. These will help us to establish starting points, understand any misconceptions along with feelings and beliefs about a topic, in order to help us to pitch the teaching appropriately and target questions to provide support.

## **INTENDED OUTCOMES**

Children will be taught explicitly the skills of listening, reflecting on and building upon the thoughts and opinions of others. They will develop and rehearse these skills so that they have a voice that can be heard and respected. Children will be encouraged to reflect upon and clarify their values and beliefs (and those of others) and to have an open and enquiring mind.

Children will be taught how to make sensible choices in order to keep themselves safe and have the knowledge and confidence to raise issues or concerns as they arise, including online relationships, where we teach them to stay safe in our digitally connected world.

## **PROFESSIONAL MEMBERSHIP**

High View School are members of the following associations which support Relationships and Sex Education in Schools:

- **PSHE Association**  
<https://www.pshe-association.org.uk>
- **Betty for Schools**  
<https://bettyforschools.co.uk>

## **FEEDBACK**

We welcome any feedback from our stakeholders regarding this policy.  
Please contact the school on: [HighViewSchool@plymouth.gov.uk](mailto:HighViewSchool@plymouth.gov.uk)

**This policy should be read in conjunction with the following:**

- **Early Years Policy**
- **Curriculum, Teaching and Assessment Policy**
- **PSHE Policy**
- **Curriculum for Life Policy**
- **Curriculum and Concept Progression: PSHE**

This policy will be reviewed annually by the PSHE and Science Teams.

## Appendix 1:

Content and progression in Relationships, Sex and Health Education teaching at High View School

- The grids below show a summary of our “Relationships” and “Changing Me” curriculum at High View School, with respect to what is taught and when.
- Puberty and human reproduction are both covered within these areas, and they fulfil the statutory requirements that sit under the “Changing Adolescent Body” strand of statutory Health Education, and parents cannot withdraw their children from this.
- Please note that the “Relationships” elements will be taught to mixed age classes as part of our two-year rolling programme, but the “Changing Me” elements will only be taught to identified year groups in the summer term each year.
- Additionally, the highlighted areas in “Changing Me” show the “Human Reproduction” elements (i.e. sex education), which as a school we have decided to teach at an age appropriate stage: *this is a non-statutory element, and therefore parents have the right to be consulted on this content and withdraw their child from this area of learning.*

### Reception

Summer		
	Objective	Outcome
<b>Relationships</b>	<b>Know how to make friends</b>	I can identify some of the jobs I do in my family and how I feel like I belong
	<b>Try to solve problems when they occur</b>	I know how to make friends to stop me from feeling lonely
	<b>Help others to feel part of a group</b>	I can think of ways to solve problems and stay being friends
	<b>Show respect in how they treat others</b>	I am starting to understand the impact of unkind words
	<b>Know how to help themselves when they feel upset or hurt</b>	I can use Calm Me time to manage my feelings
	<b>Know and show how to make good relationships</b>	I know how to be a good friend
<b>Changing Me</b>	<b>Understand that everyone is unique and special</b>	I can name parts of the body
	<b>Can express how they feel when change happens</b>	I can tell you some things I can do and foods that I eat to be healthy.
	<b>Understand and respect the changes that they see in themselves</b>	I understand that we all grow from babies to adults.
	<b>Understand and respect the changes that they see in other people.</b>	I can express how I feel about moving to Year 1.
	<b>Know who to ask for help if they are worried about change</b>	I can talk about my worries and /or the things I am looking forward to about being in year 1.
	<b>Are looking forward to change</b>	I can share my memories of the best bits of my year in reception.

**Year 1**

Summer		
	Objective	Outcome
<b>Relationships</b>	<b>Know how to make friends</b>	I can identify the members of my family and understand that there are lots of different families. I know how it feels to belong to a family and care about the people who are important to me.
	<b>Try to solve problems when they occur</b>	I can identify what being a good friend means to me. I know how to make a new friend.
	<b>Help others to feel part of a group</b>	I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I know what acceptable and not acceptable physical contact is. I understand the NSPCC Pantasaurus messages
	<b>Show respect in how they treat others</b>	I know who can help me in my school community. I know when I need help and I know how to ask for it.
	<b>Know how to help themselves when they feel upset or hurt</b>	I can recognise my qualities as a person and as a friend. I know ways to praise myself.
	<b>Know and show what makes a good relationship</b>	I can tell you why I appreciate someone who is special to me and I can express how I feel about them.
<b>Changing Me</b>	<b>Understand that everyone is unique and special</b>	I am beginning to understand the lifecycles of animals and humans. I understand that change happens as we grow and that this is ok.
	<b>Can express how they feel when change happens</b>	I can tell you some things about me that have changed and some things that have stayed the same. I know that changes are ok and that sometimes they will happen whether I want them or not.
	<b>Understand and respect the changes that they see in themselves</b>	I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.
	<b>Understand and respect the changes that they see in other people.</b>	I can identify the parts of my body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva and anus. I respect my body and understand which parts are private. I understand the NSPCC Pantasaurus messages
	<b>Know who to ask for help if they are worried about change</b>	I understand that every time I learn something new, I change a little bit. I enjoy learning new things.
	<b>Are looking forward to change</b>	I can tell you about changes that have happened in my life. I know some ways to cope with change.

**Year 2**

Summer		
	Objective	Outcome
<b>Relationships</b>	<b>Know how to make friends</b>	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.
	<b>Try to solve problems when they occur</b>	I understand that there are lots of forms of physical contact within a family and that some of it is acceptable and some of it is not. I know how to talk about this. I understand the NSPCC Pantasaurus messages
	<b>Help others to feel part of a group</b>	I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.
	<b>Show respect in how they treat others</b>	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know how it feels to be asked to keep a secret I do not want to keep and who to talk to about this.
	<b>Know how to help themselves when they feel upset or hurt</b>	I recognise and appreciate people who can help me within my family, my school and in my community. I know how it feels to trust someone.
	<b>Know and show what makes a good relationship</b>	I can express my appreciation for the people in my special relationships. I am comfortable accepting appreciation from others.
<b>Changing Me</b>	<b>Understand that everyone is unique and special</b>	I can recognise cycles of life in nature. I can understand that there are some changes that are outside my control and can recognise how I feel about this.
	<b>Can express how they feel when change happens</b>	I can tell you about the natural processes of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me.
	<b>Understand and respect the changes that they see in themselves</b>	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I feel proud about becoming more independent.
	<b>Understand and respect the changes that they see in other people.</b>	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. I understand the NSPCC Pantasaurus messages. I can tell you what I like/don't like about being a boy/girl.
	<b>Know who to ask for help if they are worried about change</b>	I understand that there are different types of touch and I can tell you which ones I like and which ones I don't like, and I can ask for help.

	<b>Are looking forward to change</b>	I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make when I am in year 3 and know how to go about this.
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**Year 3**

Summer		
	Objective	Outcome
<b>Relationships</b>	<b>Know how to make friends</b>	I can identify the roles and responsibilities of each member of my family and can reflect on the explanations for males and females. I can describe how taking some responsibility in my family makes me feel.
	<b>Try to solve problems when they occur</b>	I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener. I know how to negotiate in conflict situations to try to find a win-win solution.
	<b>Help others to feel part of a group</b>	I know and can use some strategies for keeping myself safe online. I know who to ask for help if I am worried or concerned about anything online.
	<b>Show respect in how they treat others</b>	I can explain how some of the actions and work of people around the world help and influence my life. I show awareness of how this could affect my choices
	<b>Know how to help themselves when they feel upset or hurt</b>	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I can empathise with children whose lives are different from mine and appreciate what I may learn from them.
	<b>Know and show what makes a good relationship</b>	I know how to express my appreciation to my friends and family. I enjoy being part of a family and friendship groups.
<b>Changing Me</b>	<b>Understand that everyone is unique and special</b>	I understand that in animals and humans, lots of changes happen between conception and growing up, and that usually it is the female who has the baby. I can express how I feel when I see babies or baby animals.
	<b>Can express how they feel when change happens</b>	I understand where babies grow and develop in their mother's uterus. I understand what a baby needs to live and grow. I can express how I might feel if there was a new baby in my family.
	<b>Understand and respect the changes that they see in themselves</b>	I can identify that boys' and girl's bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girl's bodies change on the outside during this growing up process. I recognise how I feel about these changes happening to me and know how to cope with these feelings.

	<p><b>Understand and respect the changes that they see in other people.</b></p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I might feel about those changes happening to me and know how to cope with these feelings.</p>
	<p><b>Know who to ask for help if they are worried about change</b></p>	<p>I can begin to recognise stereotypical ideas I may have about parenting and family roles. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p>
	<p><b>Are looking forward to change</b></p>	<p>I can identify what I am looking forward to when I move up to my next class. I am beginning to think about the changes I will make next year and know how to go about this.</p>

Summer		
	Objective	Outcome
<b>Relationships</b>	<b>Know how to make friends</b>	I recognise situations which can cause jealous relationships. I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.
	<b>Try to solve problems when they occur</b>	I can identify someone I love and can express why they are special to me. I know how most people feel when they lose someone or something they love.
	<b>Help others to feel part of a group</b>	I can tell you about someone I know that I no longer see. I understand they we can remember people even when we no longer see them.
	<b>Show respect in how they treat others</b>	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise.
	<b>Know how to help themselves when they feel upset or hurt</b>	I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older. I understand that boyfriend /girlfriend relationships are personal and special, and that there is no need to feel pressurised into having a boyfriend or girlfriend.
	<b>Know and show what makes a good relationship</b>	I know how to show love and appreciation to the people and animals who are special to me. I can love and be loved.
<b>Changing Me</b>	<b>Understand that everyone is unique and special</b>	I understand that some of my personal characteristics have come from my birth parents and this happens because I am made from the joining of their egg and sperm. I appreciate that I am a truly unique human being, even though I may be a twin or triplet.
	<b>Can express how they feel when change happens</b>	I can correctly label the internal and external parts of the male and female bodies that are necessary for making a baby. I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.
	<b>Understand and respect the changes that they see in themselves</b>	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
	<b>Understand and respect the changes that they see in other people.</b>	I know how the cycle of change works and can apply it to changes I want to make in my life. I am confident enough to make changes when I think it will benefit me.

	<b>Know who to ask for help if they are worried about change</b>	I can identify the changes that have been and may continue to be outside of my control that I learn to accept. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.
	<b>Are looking forward to change</b>	I can identify what I am looking forward to when I move to my next class. I can reflect on the changes I would like to make next year and can describe how I might go about this.

**Year 5**

Summer		
	Objective	Outcome
<b>Relationships</b>	<b>Know how to make friends</b>	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know how to keep building my own self-esteem.
	<b>Try to solve problems when they occur</b>	I understand that belonging to an online community can have positive and negative consequences. I can recognise when an online community feels unsafe or uncomfortable.
	<b>Help others to feel part of a group</b>	I understand there are rights and responsibilities when playing a game online. I can recognise an online community is helpful or unhelpful to me.
	<b>Show respect in how they treat others</b>	I know my rights and responsibilities when playing a game online. I can recognise when an online game is becoming unhelpful or unsafe.
	<b>Know how to help themselves when they feel upset or hurt</b>	I can recognise when I am spending too much time using devices (screen time). I can identify things I can do to reduce screen time, so my health isn't affected.
	<b>Know and show what makes a good relationship</b>	I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.
<b>Changing Me</b>	<b>Understand that everyone is unique and special</b>	I am aware of my own self-image and how my body image fits into that. I know how to develop my own self-esteem.
	<b>Can express how they feel when change happens</b>	I can explain how a girl's body changes after puberty and understand the importance of looking after yourself physically and emotionally. I understand that puberty is a natural process that happens to everyone and that it will be ok for me.
	<b>Understand and respect the changes that they see in themselves</b>	I can explain how a girls' and boys' bodies changes during puberty. I can express how I feel about the changes that will happen to me during puberty.
	<b>Understand and respect the changes that they see in other people.</b>	I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them to have a baby. I appreciate how amazing it is that humans' bodies can reproduce in these ways.

	<b>Know who to ask for help if they are worried about change</b>	I can identify what I am looking forward to about becoming a teenager and understand that brings growing responsibilities e.g. age of consent. I am confident that I can cope with the changes that growing up will bring.
	<b>Are looking forward to change</b>	I can identify what I am looking forward to when I move up to my next class. I am beginning to think about the changes I will make next year and know how to go about this.

Summer		
	Objective	Outcome
<b>Relationships</b>	<b>Know how to make friends</b>	I know it is important to take care of my mental health. I understand that people can get problems with their mental health and that this is nothing to be ashamed of.
	<b>Try to solve problems when they occur</b>	I know how to take care of my mental health. I can help myself and others when worried about a mental health problem.
	<b>Help others to feel part of a group</b>	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when I am feeling those emotions and have strategies to manage them.
	<b>Show respect in how they treat others</b>	I can recognise when others are trying to gain power or control. I know my rights and responsibilities when playing a I can demonstrate ways I can stand up for myself and my friends in situations where others are trying to gain power or control.
	<b>Know how to help themselves when they feel upset or hurt</b>	I can judge whether something online is safe and helpful for me. I can resist pressure to do something online that may hurt myself or others.
	<b>Know and show what makes a good relationship</b>	I can use technology positively and safety to communicate with my friends and family. I can take responsibility for my own safety and wellbeing.
<b>Changing Me</b>	<b>Understand that everyone is unique and special</b>	I am aware of my own self -image and how my body image fits into that. I know how to develop my own self-esteem.
	<b>Can express how they feel when change happens</b>	I can explain how a girl's body changes after puberty and understand the importance of looking after yourself physically and emotionally. I can express how I feel about the changes that will happen to me during puberty.
	<b>Understand and respect the changes that they see in themselves</b>	<b>I can explain how a baby develops from conception through the nine months of pregnancy and how it is born.</b> I can recognise how I feel when I reflect on the development and birth of a baby.
	<b>Understand and respect the changes that they see in other people.</b>	I understand how being physically attracted to someone changes the nature of the relationship and what it might mean to have a girlfriend or boyfriend. I understand that respect for one another is essential in a relationship and that I should not feel pressured into doing something I don't want to do.

	<b>Know who to ask for help if they are worried about change</b>	I am aware of the importance of a positive self-esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge negative body talk.
	<b>Are looking forward to change</b>	I can identify what I am looking forward to and what worries me about the transition to secondary school. I know how to prepare myself emotionally for the changes next year.