



# **Barley Lane Primary School**

## **Relationship and Health Education Syllabus**

***September 2021***

Year Group	Opportunity for reviewing the impact of learning.	
<h1 data-bbox="480 377 669 430">Year 1</h1>	<ul style="list-style-type: none"> <li>○ <i>Pupil voice about their learning</i></li> <li>○ <i>Quiz</i></li> <li>○ <i>Observations of:</i> <i>Play</i> <i>Reciprocal/guided reading</i> <i>Free choice</i></li> <li>○ <i>Show and share</i></li> <li>○ <i>AfL in class</i></li> <li>○ <i>Work produced</i></li> </ul> <p><i>Children will be able to ask questions, responses should be evidence based, age appropriate, based on the law and sensitive to the needs of children. If children ask questions which are outside the parameters of our syllabus and policy, they will be referred to their parents for further discussion.</i></p>	
<p><b>Relationships</b>  <i>Our Friendships, Families and Identity</i>  Dfe Strands  <i>Families and People who care for me</i>  <i>Caring friendships</i>  <i>Respectful relationships</i></p>	<p><b>Social Skills and Safeguarding</b>  <i>Our Social skills, Feeling safe and Respect</i>  Dfe Strands  <i>Caring friendships</i>  <i>Being safe</i>  <i>Online relationships</i></p>	<p><b>Health and Wellbeing</b>  <i>Our Health and understanding Mental and Physical wellbeing</i>  Dfe Strands  <i>Health and Prevention</i>  <i>Mental wellbeing</i>  <i>Physical health and fitness</i>  <i>Internet safety and Harm</i></p>
<p><b>End of year outcomes</b>  <b>Children discuss and learn...</b></p> <p>R1. <u>What makes them special (this can include culture, religion, race etc).</u>  R2. <u>Common characteristics of family life (care, spending time together, protection).</u>  R3. <u>That families can provide love and safety.</u>  R4. <u>What makes them feel happy and safe with their family.</u></p>	<p>Ss1. <u>What is and is not telling the truth.</u>  Ss2. <u>To understand the importance of turn taking.</u>  Ss3. <u>What secrets are.</u>  Ss4. <u>That their main body parts covered by their underwear/pants are private. (<b>The body parts WILL NOT be named, only the term PRIVATE PARTS will be used. The school will use the NSPCC PANTS rules to support this.</b>)</u></p>	<p>Hw1. <u>That dental hygiene is good for their health.</u>  Hw2. <u>That they should wash their hands to prevent germs spreading.</u>  Hw3. <u>How to protect their skin from unsafe exposure to the sun.</u>  Hw4. <u>To name a variety of emotions and how they make them feel and act.</u></p>

	<p>R5. How to be a good friend and to ask for help if they are finding it difficult to make or maintain friendships.</p> <p>R6. What is kind and unkind behaviour and how kindness makes them feel.</p> <p>R7. How to build new friendships in safe settings.</p> <p>R8. How to make others feel welcomed and not excluded.</p> <p>R9. That their choices can impact the emotions of them and others.</p> <p>R10. To celebrate and share their similarities and differences (hobbies, race, religion, culture, interests).</p>	<p>Ss5. That their body parts covered by pants/underwear belong to them. (<b>The body parts WILL NOT be named, only the term PRIVATE PARTS will be used. The school will use the NSPCC PANTS rules to support this.</b>)</p> <p>Ss6. To understand public vs private (e.g. hygiene routines, using the toilet, clothing).</p> <p>Ss7. Who their trusted grown-ups are.</p> <p>Ss8. To identify boundaries of play for different children.</p> <p>Ss9. To understand personal space.</p> <p>Ss10. That being online is fun but sometimes they might see or hear something that worries them.</p>	<p>Hw5. What exercise is and how being active benefits their mind.</p> <p>Hw6. That a sense of belonging can impact on their identity.</p> <p>Hw7. What exercise is and how being active benefits their body.</p> <p>Hw8. The positives of having screen free time.</p> <p>Hw9. How and why to tell a trusted adult about an online worry.</p>
Concepts/Themes & Key questions for planning	<p><b>Belonging</b> What people, places, objects offer you a sense of belonging?</p> <p><b>Similarities/ Differences</b> What makes you feel special? How are other children similar/different to you?</p> <p><b>Making choices</b> When you must choose something that you like less how do you feel? How do you make choices?</p>	<p><b>Honesty/Truthfulness</b> Why might a child not tell the truth? What happens if we think we have made the wrong choice? What are secrets?</p> <p><b>Boundaries of play</b> How does it feel if you do not have a friend? Can you force others to play your games? How can you show your enjoyment/un-enjoyment of a game?</p> <p>How can you tell somebody 'no'?</p>	<p><b>Hygiene</b> What is a toothbrush? When do we brush our teeth? How do we wash our hands?</p> <p><b>Physical health</b> Wat does exercise do for our bodies?</p> <p><b>Worries /Feelings</b> What emotions might make you feel positive? What emotions might make you feel negative?</p>

	<p>What choices do you make each day?</p> <p><b>Empathy/Friendship</b></p> <p>How do you know you are being a good friend?</p> <p>Why would others want to be friends with you?</p> <p>Why do you like about your friend/s?</p> <p>Why might your friends be sad?</p> <p><b>Family</b></p> <p>Have we read any books that have a family in them?</p> <p>Who is in your family?</p> <p>Who looks after you?</p> <p><b>Kindness</b></p> <p>What does kindness look like?</p> <p>Has anyone been kind to you?</p> <p>How does it feel to be kind?</p>	<p><b>Turn taking</b></p> <p>Can you show me what taking turns/kindness/friendship looks like?</p> <p>When might you need to take turns?</p> <p><b>Trusted grown-ups/ Looking after myself</b></p> <p>Who can you ask for help?</p> <p>When is it okay for an adult to touch you?</p> <p>Who are your trusted grown-ups?</p> <p>What is a stranger?</p>	<p>What worries might a child in Year 1 child have?</p>
End of year skills	Maintain – Recognise – Identify - Ask & listen – Observe - Share		
Science curriculum			
Cross curricular	Physical Education, Religious Education and Computing		

Year Group		Opportunity for reviewing the impact of learning.	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>○ Pupil voice about their learning</li> <li>○ Quiz at the start/end of a topic</li> <li>○ Knowledge organisers</li> <li>○ Observations of: Reciprocal/guided reading Free choice</li> <li>○ Show and share</li> <li>○ AfL in class</li> <li>○ Work produced</li> <li>○ Class charters/rules</li> </ul>	<p><i>Children will be able to ask questions, responses should be evidence based, age appropriate, based on the law and sensitive to the needs of children. If children ask questions which are outside the parameters of our syllabus and policy, they will be referred to their parents for further discussion.</i></p>	
<p><b>Relationships</b> <i>Our Friendships, Families and Identity</i>  Dfe Strands <i>Families and People who care for me</i> <i>Caring friendships</i> <i>Respectful relationships</i></p>	<p><b>Social Skills and Safeguarding</b> <i>Our Social skills, Feeling safe and Respect</i> Dfe Strands <i>Being safe</i> <i>Online relationships</i> <i>Respectful relationships</i></p>	<p><b>Health and Wellbeing</b> <i>Our Health and understanding Mental and Physical wellbeing</i> Dfe Strands <i>Health and Prevention</i> <i>Mental wellbeing</i> <i>Physical health and fitness</i> <i>Internet safety and Harm</i> <i>Healthy Eating</i></p>	
<p><b>End of year outcomes</b>  Children discuss and learn...</p>	<p><b>R1.</b> <u>That spending time with family is an important part of family life.</u> <b>R2.</b> <u>That protection, care and support in times of difficulty are some characteristics of family life.</u> <b>R3.</b> <u>That families might look different for different children.</u></p>	<p><b>Ss1.</b> <u>That their main body parts covered by their underwear/pants are private. (<b>The body parts WILL NOT be named, only the term PRIVATE PARTS will be used. The school will use the NSPCC PANTS rules to support this.</b>)</u></p> <p><b>Hw1.</b> <u>That they should tell a trusted grown up if they feel unhappy or worried.</u> <b>Hw2.</b> <u>The names of different emotions and how they might make them feel or act (scale of high energy/low energy).</u> <b>Hw3.</b> <u>What things benefit their own wellbeing (time outdoors, physical</u></p>	

	<p><b>R4.</b> Who are the people that love and care for them?</p> <p><b>R5.</b> That healthy friendships are kind and welcoming.</p> <p><b>R6.</b> That honesty, sharing interests and being respectful are some characteristics of friendship.</p> <p><b>R7.</b> That their friendships might have ups and downs (including the difference between alone and lonely).</p> <p><b>R8.</b> To explore stereotypes (occupation, religion, culture, toy's, fairy tales) and why some are unfair or negative.</p> <p><b>R9.</b> To know how to develop respectful relationships</p> <p><b>R10.</b> To identify and share their similarities and differences (hobbies, race, religion, culture, interests).</p> <p><b>R11.</b> That words and actions can hurt their and others' feelings and bodies.</p>	<p><b>Ss2.</b> They should tell a trusted grown up if someone's physical contact makes them feel uncomfortable, unhappy or worried.</p> <p><b>Ss3.</b> To know that 'secrets' usually have an end (e.g. surprise birthday).</p> <p><b>Ss4.</b> That some people behave differently online compared to face to face.</p> <p><b>Ss5.</b> To tell a trusted grown up if someone does or says something online that makes them sad or worried.</p> <p><b>Ss6.</b> How to respond to being encouraged to do something that makes them feel worried or unsafe (peer pressure).</p> <p><b>Ss7.</b> How to listen to others and share their own opinion/thoughts respectfully.</p> <p><b>Ss8.</b> To understand the importance of seeking adult permission.</p> <p><b>Ss9.</b> What manners children their age can show.</p>	<p>activity, community work, giving to others).</p> <p><b>Hw4.</b> What an active lifestyle looks like for children their age and the benefits of it (walking to school, hobbies, PE).</p> <p><b>Hw5.</b> What a healthy diet can include – eat well guide.</p> <p><b>Hw6.</b> What are emergency services and when to call them.</p> <p><b>Hw7.</b> Their own personal contact details in case of emergency (e.g. telephone number or address).</p> <p><b>Hw8.</b> Why and how they should wash their hands to prevent germs spreading.</p> <p><b>Hw9.</b> That some games and online videos are for grownups and older children and how to check for age appropriateness.</p> <p><b>Hw10.</b> That some household substances are dangerous for children.</p>
<p><b>Concepts/Themes &amp; Key questions for planning</b></p>	<p><b>Families</b> How does your family show they care? Can families look different? What things do you do with your family?</p> <p><b>Empathy/Friendship</b> How does your friend know you are being kind?</p>	<p><b>Courtesy/Manners/Kindness</b> What are manners? What can you do if you see someone else be kind or unkind? What does good listening mean? How does showing kindness make you feel? When might/have you see someone being kind?</p>	<p><b>Health</b> What might exercise look like for you? What food/s can be a healthy choice for your mind and body? Why is handwashing important?</p> <p><b>Feelings</b> Who can you talk to if you have a worry? What things make you feel happy/joyful?</p>

	<p>What can you do if you have had an argument with your friend?</p> <p><b>Identity/Differences/Similarities</b></p> <p>Can you disagree with someone?</p> <p>Can you change your opinion about something?</p>	<p><b>Permission</b></p> <p>What examples can you share of times that you might need to ask a grown up for permission?</p> <p>Why do you have to ask permission?</p> <p><b>Feeling safe/Bullying</b></p> <p>Who/what is a stranger?</p> <p>How can you stay safe online?</p> <p>What should you do if someone tries to make you do something that you do not want to do?</p>	<p>What can you do if you feel sad/unhappy?</p> <p>What happens if we try hard and persevere?</p> <p>Why is learning sometimes hard?</p>
End of year skills	Recognise – Observe - Ask & Listen - Describe		
Science curriculum	<p>S1. To notice that animals, including humans, have offspring which grow into adults</p> <p>S2. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>		
Cross curricular	Physical Education, Religious Education and Computing		

Year Group		Opportunity for reviewing the impact of learning.	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>○ <i>Pupil voice about their learning</i></li> <li>○ <i>Quiz at the start/end of a topic</i></li> <li>○ <i>Knowledge organisers</i></li> <li>○ <i>Observations of:</i> <i>Reciprocal/guided reading</i> <i>Cross curricular projects</i></li> <li>○ <i>AfL in class</i></li> <li>○ <i>Work produced</i></li> <li>○ <i>Floor books</i></li> <li>○ <i>Assemblies</i></li> </ul>	<p><i>Children will be able to ask questions, responses should be evidence based, age appropriate, based on the law and sensitive to the needs of children. If children ask questions which are outside the parameters of our syllabus and policy, they will be referred to their parents for further discussion.</i></p>	
<b>Relationships</b> <i>Our Friendships, Families and Identity</i> Dfe Strands <i>Families and People who care for me</i> <i>Caring friendships</i> <i>Mental Wellbeing</i>	<b>Social Skills and Safeguarding</b> <i>Our Social skills, Feeling safe and Respect</i> Dfe Strands <i>Being safe</i> <i>Online relationships</i> <i>Respectful relationships</i>	<b>Health and Wellbeing</b> <i>Our Health and understanding Mental and Physical wellbeing</i> Dfe Strands <i>Health and Prevention</i> <i>Mental wellbeing</i> <i>Internet safety and Harm</i> <i>Healthy Eating</i>	
<b>End of year outcomes</b>  Children should know...	<p><b>R1.</b> <u>That families can provide love, security and stability and are therefore an important factor in childhood.</u></p> <p><b>R2.</b> <u>That they can talk to trusted adults if a family relationship makes them feel sad or unsafe (e.g. peer pressure/unkind actions from siblings or cousins).</u></p>	<p><b>Ss1.</b> <u>To explore how to support respectful relationships in their local community.</u></p> <p><b>Ss2.</b> <u>The purpose of courtesy and manners and why being polite is important in society.</u></p> <p><b>Ss3.</b> <u>The importance of self-respect and the impact this can have on their wellbeing.</u></p> <p><b>Ss4.</b> <u>How to listen to others and share their own opinion respectfully.</u></p>	<p><b>Hw1.</b> <u>How and where to seek help for online issues.</u></p> <p><b>Hw2.</b> <u>That information online should be checked for reliability.</u></p> <p><b>Hw3.</b> <u>That search engines rank their results based on the consumer.</u></p>

	<p><b>R3.</b> That stable and caring relationships offer children security as they grow up, family and other people who care for them can offer these relationships (teachers, religious leaders, extended family, parents, carers).</p> <p><b>R4.</b> That family types are different for different children and all family types have a right to be respected. (<i>We will not promote one family unit over another, or ask the children to identify a family unit that's different to theirs.</i>)</p> <p><b>R5.</b> How to make new friends.</p> <p><b>R6.</b> What represents a healthy friendship (welcoming, warm and inclusive)</p> <p><b>R7.</b> How to develop trustworthiness in a relationship with friends/family.</p> <p><b>R8.</b> How to respond to peer pressure, being encouraged to do something that makes them feel worried or unsafe.</p> <p><b>R9.</b> How to ask for help if a friendship makes them feel unhappy or worried or if they feel lonely/isolated.</p> <p><b>R10.</b> That caring friendships are important for their health, wellbeing and happiness.</p>	<p><b>Ss5.</b> That everyone has the right be treated with respect.</p> <p><b>Ss6.</b> Their responsibility in understanding what bullying is and what a bystander is (including cyber bullying).</p> <p><b>Ss7.</b> How to recognise when it is appropriate to seek permission from adults, friends and peers.</p> <p><b>Ss8.</b> That their main body parts covered by their underwear/pants are private. (<b>The body parts WILL NOT be named, only the term PRIVATE PARTS will be used. The school will use the NSPCC PANTS rules to support this.</b>)</p> <p><b>Ss9.</b> That their body belongs to them and they can say no to touch they do not like (including personal boundaries such as pushing, touching hair).</p> <p><b>Ss10.</b> To know that secrets relating to being safe might not be right to keep.</p> <p><b>Ss11.</b> How to respond to a person that they do not know (including online).</p> <p><b>Ss12.</b> To continue asking for help until they are heard.</p> <p><b>Ss13.</b> How some people behave differently online to face to face.</p> <p><b>Ss14.</b> That consequences for unkind words or actions online are the same as face to face and the impact that their actions online have on others.</p>	<p><b>Hw4.</b> That children have a right to information but they know how to question the source of data.</p> <p><b>Hw5.</b> That they can create and access various self-care routines, including hobbies, and spending time with family and friends.</p> <p><b>Hw6.</b> To recognise when they feel differently to usual and how to seek support for their mental wellbeing including regulating their emotions.</p> <p><b>Hw7.</b> That emotions are part of everyday life and humans' experiences impact on their emotional response.</p> <p><b>Hw8.</b> That they can speak to adults in school and at home if they are worried about their or anyone else's health.</p> <p><b>Hw9.</b> That experiences of bullying can have a lasting impact on their mental wellbeing and strategies to help tackle this.</p> <p><b>Hw10.</b> How to prepare a healthy meal</p> <p><b>Hw11.</b> That a characteristic of a poor diet can be tooth decay.</p> <p><b>Hw12.</b> To explore the facts around safe and unsafe sun exposure and how to reduce the risk of sun damage.</p> <p><b>Hw13.</b> How to maintain a good oral hygiene routine (including NHS resources).</p>
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		<b>Ss15.</b> How friendships online may be different to face to face friendships.	
<b>Concepts/Themes &amp; Key questions for planning</b>	<p><b>Families</b>            Why are family units important in that you feel cared for? Who is responsible to care for the children within a family?            What do different family units have in common?  <i>(We will not promote one family unit over another, or ask the children to identify a family unit that's different to theirs.)</i></p> <p><b>Empathy/Friendship</b>            What makes you a good friend?            How can you create a new friendship?            Must your friends be friends with each other?            How do healthy friendships make you feel?            What feelings might cause a strain on friendships? (jealousy, disrespect, prejudice)</p>	<p><b>Self-respect/ Respect</b>            What makes you proud?            What are your strengths?            How does positive praise make you feel?            Can you positively affirm others and yourself?</p> <p><b>Equality/Equity</b>            Why do some people need different support to achieve the same outcome?            What does freedom of speech mean?</p> <p><b>Appropriate relationships/bullying</b>            Can you define bullying?            What consequences do we have in school for behaviour that can hurt someone's body or feelings?            How do you expect to be treated by your friends face to face/online?</p> <p><b>Permission/Courtesy/Manners</b>            How can being courteous support your communication with others?            Why is consent/permission important? When might we need to ask for consent/permission?</p> <p><b>Community</b>            Can you create a local community project to support building relationships within your local community?</p>	<p><b>Online relationships</b>            How do you expect to be treated by your friends face to face/online?            What are the risks of meeting face to face with online friends?            What impact can online bullying can on someone?            How do you report concerns about online issues?</p> <p><b>Internet</b>            Do you know who shared that piece of information?            Can you trust everything that you read on the internet?            Should you share information that you do not know is true? Why?</p> <p><b>Health</b>            How do you know what you are feeling?            What can you do to take care of your mental and physical health?            What impact does sleep have on your health?</p> <p>How do hobbies and interests support your mental wellbeing?            Who can you speak to in school about your or anyone else's mental health?</p>

		<p>What values does your school encourage that are linked to choices and behaviour?</p> <p><b>Feeling safe</b></p> <p>What are personal boundaries?</p> <p>Who can you talk to if you have a worry?</p> <p>Who are your trusted adults?</p>	<p>How do we care for our teeth?</p> <p>What are the parts of our brain that control our emotions called?</p>
End of year skills	Recognise – Observe - Identify – Describe - Apply		
Science curriculum			
Cross curricular	Physical Education, Religious Education and Computing		

Year Group	Opportunity for reviewing the impact of learning.		
<b>Year 4</b>	<ul style="list-style-type: none"> <li>○ <i>Pupil voice about their learning</i></li> <li>○ <i>Quiz at the start/end of a topic</i></li> <li>○ <i>Knowledge organisers</i></li> <li>○ <i>Reciprocal/guided reading</i></li> <li>○ <i>Cross curricular projects/lessons</i></li> <li>○ <i>AfL in class</i></li> <li>○ <i>English work – characterisation, author intent, comprehension</i></li> <li>○ <i>Family tree</i></li> <li>○ <i>Presentations/speeches</i></li> <li>○ <i>Observation of daily behaviour/choices</i></li> </ul>	<p><i>Children will be able to ask questions, responses should be evidence based, age appropriate, based on the law and sensitive to the needs of children. If children ask questions which are outside the parameters of our syllabus and policy, they will be referred to their parents for further discussion.</i></p>	
	<p><b>Relationships</b>  <i>Our Friendships, Families and Identity</i>  Dfe Strands  <i>Families and People who care for me</i>  <i>Caring friendships</i>  <i>Respectful relationships</i></p>	<p><b>Social Skills and Safeguarding</b>  <i>Our Social skills, Feeling safe and Respect</i>  Dfe Strands  <i>Being safe</i>  <i>Respectful relationships</i></p>	<p><b>Health and Wellbeing</b>  <i>Our Health and understanding Mental and Physical wellbeing</i>  Dfe Strands  <i>Health and Prevention</i>  <i>Internet safety and Harm</i>  <i>Physical Health and fitness</i>  <i>Mental Wellbeing</i>  <i>Changing adolescent body</i></p>
	<p><b>Arrange a parent workshop that discusses and supports families to navigate conversations with a child who may begin their menstrual cycle in Year 4.</b></p>		
<b>End of year outcomes</b>	<p><b>R1.</b> <u>That characteristics of a healthy family include commitment, care, protection and being there for each other in times of difficulty.</u></p>	<p><b>Ss1.</b> <u>How others may be very different from themselves (including physically, in character, personality and backgrounds).</u></p>	<p><b>Hw1.</b> <u>That children have a right to play/exercise and explore the risks associated with an inactive lifestyle (including obesity).</u></p>

Children should know...	<p><b>R2.</b> That all family units have the capacity to provide love and care (including single parents, same sex families, step-families, blended families, foster families, adoptive families, unmarried families and guardianships).</p> <p><i>(We will not promote one family unit over another, or ask the children to identify a family unit that's different to theirs.)</i></p> <p><b>R3.</b> The characteristics of friendship include: mutual respect; truthfulness; loyalty; kindness; generosity; trust; sharing interests and experiences.</p> <p><b>R4.</b> That friendships have ups and downs and to be aware of how to work though repair and even strengthen without the need for violence.</p> <p><b>R5.</b> How to judge who to trust and not to trust.</p> <p><b>R6.</b> How to respond to peer pressure or being encouraged to do something that makes them feel worried or unsafe.</p> <p><b>R7.</b> That stereotypes can be unfair, negative and destructive.</p>	<p><b>Ss2.</b> Define discrimination and how it affects others.</p> <p><b>Ss3.</b> How to treat others politely.</p> <p><b>Ss4.</b> That they and others have the right be treated with respect.</p> <p><b>Ss5.</b> What people are in positions of authority and how to treat them.</p> <p><b>Ss6.</b> The responsibility of bystanders.</p> <p><b>Ss7.</b> Be aware and have strategies to respond safely to adults they may encounter that are strangers (including online).</p> <p><b>Ss8.</b> Why they apply knowledge of appropriate boundaries with peers and within their family.</p> <p><b>Ss9.</b> To use the words penis, vulva, buttocks and chest when describing external body parts.</p> <p><i>(These words are being introduced now in relation to the work on puberty Hw 16/17/18)</i></p> <p><b>Ss10.</b> That their body belongs to them and the differences between appropriate and inappropriate or unsafe physical, and other, contact (e.g. pushing, hitting, touching, hurting).</p> <p><b>Ss11.</b> To understand the concept of privacy as children and whether this changes for adults.</p> <p><b>Ss12.</b> That they should tell a trusted adult if someone's physical contact makes them feel uncomfortable or unsafe.</p> <p><b>Ss13.</b> That they should tell a trusted adult if they have a bad feeling about any adult.</p>	<p><b>Hw2.</b> What an active lifestyle looks like for a Year 4 child and the mental and physical benefits of this.</p> <p><b>Hw3.</b> That rationing time spent online can have a positive impact on their mental and physical wellbeing.</p> <p><b>Hw4.</b> The internet is an integral part of life and has many benefits and opportunities.</p> <p><b>Hw5.</b> The negative elements of the internet can include trolling, online abuse and bullying and this can impact negatively on mental wellbeing.</p> <p><b>Hw6.</b> That some computer/online games/apps have age restrictions for their protection.</p> <p><b>Hw7.</b> Recognise the facts and risks associated with smoking.</p> <p><b>Hw8.</b> Recognise the facts and risks associated with legal (e.g. Medicine) and illegal harmful substances, including alcohol and drugs.</p> <p>(How does this align with their faith or belief?)</p> <p><b>Hw9.</b> Describe and demonstrate concepts of basic first aid e.g. common injuries and head injuries.</p> <p><b>Hw10.</b> Know when to call emergency services if necessary (including how they would make this clear and efficient).</p> <p><b>Hw11.</b> Know their personal contact details.</p>
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Concepts/Themes &	Families	<p><b>Respect/ Authority</b></p> <p>Who is an inspirational person to you?</p>	<p><b>Internet</b></p> <p>How can you be critical of information?</p>

<p><b>Key questions for planning</b></p>	<p>Can you think of some challenges that a family might face? Consider families in different communities to you.</p> <p><b>Friendships</b></p> <p>How might a friendship make you feel?</p> <p>What qualities make you a good friend?</p> <p><b>Identity/Differences/Similarities</b></p> <p>Why might people disagree and how can we talk about it?</p> <p>What is a tradition in your culture? How does this differ from another person's?</p> <p>What makes you different to the person on your left?</p> <p><b>Stereotypes</b></p> <p>Why can stereotypes be negative?</p> <p>How might stereotypes impact on people's life?</p> <p>What stereotypes can you identify?</p>	<p>What does treating someone with respect look like?</p> <p>Who has a position of authority to all of us?</p> <p>Why does a bystander have responsibility?</p> <p><b>Discrimination/Bullying</b></p> <p>What challenges have people in this world overcome?</p> <p>How was this person (show image or story) discriminated against?</p> <p>How might discrimination make someone feel?</p> <p>Where does discrimination come from?</p> <p><b>Safeguarding/Protection from harm</b></p> <p>What is appropriate touch by others to you?</p> <p>Why should we ask someone's consent before touching them? (cuddle, pulling, high 5, hand holding, hair touching).</p> <p>What is your personal space?</p> <p>Why is personal space important to everyone?</p> <p>What factors might impact on someone being aware of their or others personal space?</p>	<p>What questions should you ask before sharing data/images/information online or face to face?</p> <p>What friendship traits can be demonstrated online?</p> <p>Why might some people feel more confident or protected online?</p> <p><b>Healthy lifestyle/risks</b></p> <p>What are the risks of an inactive lifestyle?</p> <p>What might a balanced lifestyle look like?</p> <p><b>Mental wellbeing</b></p> <p>How do you know that something makes you feel worried or uncomfortable?</p> <p>What can you do if you have a negative experience online?</p> <p><b>Health/Hygiene</b></p> <p>What vaccines do we have offered to us?</p> <p>How do allergies affect individuals?</p> <p>Can we look after anyone in our class that has health conditions?</p> <p>What does immunisation mean?</p> <p>Why is sleep important?</p> <p>How much sleep should we have?</p> <p>Why does sleep affect our mood and focus?</p> <p>Is there a link between sleep and our screen usage?</p>
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			What can we do to ensure we have a good sleep? What might our personal hygiene routine include?
End of year skills	Recognise Observe – Describe – Identify – Apply - Practise		
Science curriculum			
Cross curricular	Physical Education, Religious Education and Computing		

Year Group	Opportunity for reviewing the impact of learning.		
<h1 style="text-align: center;">Year 5</h1>	<ul style="list-style-type: none"> <li>○ <i>Pupil voice about their learning</i></li> <li>○ <i>Quiz at the start/end of a topic</i></li> <li>○ <i>Knowledge organisers</i></li> <li>○ <i>Reciprocal/guided reading</i></li> <li>○ <i>Cross curricular projects/lessons</i></li> <li>○ <i>AfL in class</i></li> <li>○ <i>English work – characterisation, author intent, comprehension</i></li> <li>○ <i>Worksheets</i></li> <li>○ <i>Presentations/speeches</i></li> <li>○ <i>Observation of daily behaviour/choices</i></li> <li>○ <i>Working with younger peer groups</i></li> </ul>	<p><i>Children will be able to ask questions, responses should be evidence based, age appropriate, based on the law and sensitive to the needs of children. If children ask questions which are outside the parameters of our syllabus and policy, they will be referred to their parents for further discussion.</i></p>	
	<p><b>Relationships</b>  <i>Our Friendships, Families and Identity</i>  Dfe Strands  <i>Families and People who care for me</i>  <i>Caring friendships</i></p>	<p><b>Social Skills and Safeguarding</b>  <i>Our Social skills, Feeling safe and Respect</i>  Dfe Strands  <i>Being safe</i>  <i>Respectful relationships</i>  <i>Internet safety and Harm</i></p>	<p><b>Health and Wellbeing</b>  <i>Our Health and understanding Mental and Physical wellbeing</i>  Dfe Strands  <i>Health and Prevention</i>  <i>Mental wellbeing</i>  <i>Healthy Eating</i></p>
<p><b>End of year outcomes</b>  Children should know...</p>	<p><b>R1.</b> <u>They can identify and discuss characteristics of a healthy family life (commitment to each other including in times of difficulty protection and care for children and other family members, the importance of spending time with each other and sharing each other's lives).</u></p>	<p><b>Ss1.</b> <u>Describe what a stereotype is and identify common stereotypes (ambition, occupation, fashion, race, religion, gender).</u>  <b>Ss2.</b> <u>How to engage in respectful discussion with others who have a difference in opinion or choice.</u>  <b>Ss3.</b> <u>How to model respectful relationships</u></p>	<p><b>Hw1.</b> <u>That their personal hygiene routine (preventing germs and bacteria) might change during puberty.</u>  <b>Hw2.</b> <u>That good quality sleep routines can affect mood, weight and ability to learn.</u>  <b>Hw3.</b> <u>That mental ill health is common for people to experience and the support</u></p>

	<p><b>R2.</b> How to recognise and label feelings that they associate with being uncomfortable, unhappy and unsafe.</p> <p><b>R3.</b> How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help.</p> <p><b>R4.</b> Who the people that care for them are and how they offer security and stability (family, teachers, faith leaders, duty bearers).</p> <p><b>R5.</b> How to navigate changing friendships and understand, recognise and have strategies to support in managing conflict and peer pressure.</p> <p><b>R6.</b> How people make new friends and the positive feelings associated.</p> <p><b>R7.</b> That healthy friendships welcome and include others, demonstrating value and respect.</p> <p><b>R8.</b> How to build trust, honesty, kindness, generosity and experiences in a friendship.</p>	<p><b>Ss4.</b> The different types of bullying and who to tell.</p> <p><b>Ss5.</b> How and why age restrictions on social media, apps and games protect them.</p> <p><b>Ss6.</b> How to recognise and report feelings of being unsafe or bad about any adult</p> <p><b>Ss7.</b> What to do or who to speak to if they need to report concerns or abuse and understand the importance of using penis, vulva, buttocks and chest/breasts if the concern relates to these areas of their body and have the confidence to do so.</p> <p><b>Ss8.</b> What is meant by the concept of privacy and the implications of it for both adults and children.</p> <p><b>Ss9.</b> Understand appropriate and inappropriate contact and touch.</p> <p><b>Ss10.</b> That they should tell a trusted adult if someone's physical contact makes them feel uncomfortable or unsafe (and continue to talk until they are heard).</p> <p><b>Ss11.</b> The vocabulary associated with different types of abuse (physical, emotional, sexual, neglect).</p>	<p>available, if accessed early enough can often resolve the problems.</p> <p><b>Hw4.</b> That emotions are part of everyday life and expand their vocabulary linked to labelling emotions and the positive/negative feeling and high/low energy.</p> <p><b>Hw5.</b> What constitutes a healthy diet including calories and nutritional content/food groups and how to prepare a range of meals. What is included in a healthy, balanced diet.</p> <p><b>Hw6.</b> That an active lifestyle can benefit their mental and physical health and be able to describe what the characteristics of an active lifestyle include.</p>
<p><b>Concepts/Themes &amp; Key questions for planning</b></p>	<p><b>Families</b> When might your family be happy? When might your family be less happy?</p> <p><b>Friendship</b> How might a friendship make you feel?</p>	<p><b>Respect</b> How can you act as a role model for younger children? Why is it important to show manners and courtesy?</p>	<p><b>Puberty</b> What emotions might you and others feel when your body changes during puberty? What is your personal hygiene routine?</p> <p><b>Health</b></p>

	<p>What qualities make you a good friend?</p>	<p>How can you express your personal boundaries with others?</p> <p><b>Social media/online safety</b></p> <p>Why do age restrictions apply to some things?</p> <p>How can social media hurt young people?</p> <p><b>Safeguarding</b></p> <p>When might it be good or necessary for an adult to make physical contact?</p> <p><b>Peer pressure</b></p> <p>Why might some peers encourage you to do something that you feel uncomfortable about?</p>	<p>What nutrients are in different food products? How do we check different food products for ingredients? What makes a healthy diet?</p> <p>Why are both food and activity important for a healthy lifestyle?</p> <p><b>Wellbeing and Mental Health</b></p> <p>Why does a good sleep routine impact on our wellbeing?</p>
End of year skills	<b>Recognise – Observe – Enquire – Describe – Apply - Identify</b>		
Science curriculum	<p><b>S1.</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p><b>S2.</b> Describe the life process of reproduction in some plants and animals</p> <p><b>S3.</b> Describe the changes as humans develop to old age.</p> <p><i>(If a child asks how an egg is fertilised, teachers will not answer the questions as it is not covered in our curriculum and they will be told to talk to their parents)</i></p>		
Cross curricular	Physical Education, Religious Education and Computing		

Year Group		Opportunity for reviewing the impact of learning.		
<b>Year 6</b>		<ul style="list-style-type: none"> <li>○ <i>Pupil voice about their learning</i></li> <li>○ <i>Quiz at the start/end of a topic</i></li> <li>○ <i>Knowledge organisers</i></li> <li>○ <i>Reciprocal/guided reading</i></li> <li>○ <i>Cross curricular projects/lessons</i></li> <li>○ <i>AfL in class</i></li> <li>○ <i>English work – characterisation, author intent, comprehension</i></li> <li>○ <i>Worksheets</i></li> <li>○ <i>Presentations/speeches</i></li> <li>○ <i>Observation of daily behaviour/choices</i></li> <li>○ <i>Working with younger peer groups</i></li> </ul>	<p><u>Children will be able to ask questions, responses should be evidence based, age appropriate, based on the law and sensitive to the needs of children. If children ask questions which are outside the parameters of our syllabus and policy, they will be referred to their parents for further discussion.</u></p>	
	<p><b>Relationships</b></p> <p><i>Our Friendships, Families and Identity</i> Dfe Strands <i>Families and People who care for me</i> <i>Caring friendships</i></p>	<p><b>Social Skills and Safeguarding</b></p> <p><i>Our Social skills, Feeling safe and Respect</i> Dfe Strands <i>Being safe</i> <i>Respectful relationships</i> <i>Online relationships</i> <i>Internet safety and harms</i></p>	<p><b>Health and Wellbeing</b></p> <p><i>Our Health and understanding Mental and Physical wellbeing</i> Dfe Strands <i>Health and Prevention</i> <i>Mental wellbeing</i> <i>Internet safety and harms</i> <i>Basic first aid</i></p>	
In Year 6 you may be feel it suitable to include several of the Relationships outcomes into Summer term to support the Transition to Secondary school programme within your setting.				
End of year outcomes	<p><b>R1.</b> <u>That marriage represents a formally recognised commitment of two people which is intended to be lifelong. (Faith or belief</u></p>	<p><b>Ss1.</b> <u>What peer pressure is and why it might happen.</u></p> <p><b>Ss2.</b> <u>How to navigate decision making when under peer pressure.</u></p>	<p><b>Hw1.</b> <u>How to care for their mental health and physical health daily.</u></p> <p><b>Hw2.</b> <u>They might not feel happy all the time and how to manage other feelings.</u></p>	

<p>Children should know...</p>	<p><u><i>perspectives will be considered during these discussions.)</i></u></p> <p><b>R2.</b> That relationships should offer children security as they grow up (Teachers, friends, family, guardians etc)</p> <p><b>R3.</b> That they have lots of different types of relationships in their life.</p> <p><b>R4.</b> What to expect from a friendship including that they might have up's and down's.</p> <p><b>R5.</b> How to navigate changing friendships and understand managing conflict and peer pressure.</p> <p><b>R6.</b> How to recognise who to trust and who not to trust.</p> <p><b>R7.</b> To identify their unique qualities that they bring to a friendship.</p> <p><b>R8.</b> To understand why and how people choose friends.</p>	<p><b>Ss3.</b> The power and importance of self-respect and how that can impact on and link to their happiness.</p> <p><b>Ss4.</b> The importance of modelling courtesy and manners, including online or when conversing anonymously</p> <p><b>Ss5.</b> To model respectful behaviour and their right to be treated with respect.</p> <p><b>Ss6.</b> What bullying looks and feels like (Impact, Power, Context)</p> <p><b>Ss7.</b> That stereotypes can be unfair, negative or destructive</p> <p><b>Ss8.</b> That people may behave differently online, including being dishonest about their identity.</p> <p><b>Ss9.</b> How to navigate the internet (using rules and principles to keep them safe) and report risks and harmful content.</p> <p><b>Ss10.</b> How to critically question online friendships and information sourced from the internet.</p> <p><b>Ss11.</b> What to do or who to speak to if they need to report concerns or abuse and understand the importance of using penis, vulva, buttocks and chest/breasts if the concern relates to these areas of their body and have the confidence to do so.</p> <p><b>Ss12.</b> That secrets are not always right to keep if they relate to being safe.</p>	<p><b>Hw3.</b> To use a variety of vocabulary to talk in depth about their emotions.</p> <p><b>Hw4.</b> How to judge whether what and how they are feeling is appropriate and proportionate (actions, energy).</p> <p><b>Hw5.</b> Discuss mental and physical self-care strategies including, community participation and volunteering, physical exercise and time outdoors</p> <p><b>Hw6.</b> Know that bullying can have a lasting effect on wellbeing.</p> <p><b>Hw7.</b> Explain where and how to seek support (including recognising their own triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including from issues arising online).</p> <p><b>Hw8.</b> The importance and common use of the internet as an integral part of life.</p> <p><b>Hw9.</b> Identify the risk of excessive time on electronic devices and the impact that content can have on their mental and physical wellbeing (both positive and negative including body image, self-esteem, expectations, experiences)</p>
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<p><b>Concepts/Themes &amp; Key questions for planning</b></p>	<p><b>Relationships/Friendship</b></p> <p>List how many different relationship's you can think of in your life (siblings, aunt, teacher, parent, guardian, coach, friend etc)</p> <p>How might a friendship make you feel?</p> <p>What qualities make you a good friend?</p> <p><b>Commitment</b></p> <p>What do you understand about marriage?</p> <p>What is a faith or belief perspective of marriage?</p>	<p><b>Respect/Rights</b></p> <p>Why is it important to show manners and courtesy?</p> <p>How do you practise self-respect?</p> <p><b>Stereotypes</b></p> <p>Where do you often see stereotypes being used in society?</p> <p>Why might stereotypes be unfair?</p> <p><b>Safeguarding</b></p> <p>What is ChildLine and how do they support children?</p> <p>Why do some online forums allow you to communicate anonymously?</p> <p>Do different rules apply to how you treat others if your identity is hidden?</p> <p>What should you discuss with an online friend?</p>	<p><b>Mental health/feelings</b></p> <p>How does community participation impact positively on our mental wellbeing?</p> <p>How can we ensure bullying does not happen in our school?</p> <p>In what ways may people compare themselves to what they see online?</p> <p><b>Health</b></p> <p>How can you plan weekly exercise with your family?</p> <p>How can you encourage your whole family to be active?</p> <p>What things might be reasons for young people not maintaining an active lifestyle?</p> <p>What signs of illness might you notice?</p>

		<p>Are your friendship boundaries different with online friends than face to face friends?</p> <p><b>Bullying/ Peer Pressure</b></p> <p>Can you define peer pressure?</p> <p>Does peer pressure stop when you become an adult?</p> <p>Do bystanders have a responsibility?</p>	
End of year skills	Recognise – Observe – Enquire – Describe – Apply - Identify		
Science curriculum			
Cross curricular	Physical Education, Religious Education and Computing		