



# Relationships, health and sex education policy 2022-23

**Approved by:**

**Staff Consultation Period:**

**Date:**

1<sup>st</sup> February 2023- 10<sup>th</sup> February 2023

January  
2023

**Staff Consultation Period:**

13<sup>th</sup> February 2023- 28<sup>th</sup> February 2023

**Governor approval:**

**Last reviewed on:**

November 2020

**Next review due by:**

January 2024

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DRAFT 2023

## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

RSE will be taught as part of our PSHE & Science curriculum.

## 2. Statutory requirements

At Brook Primary School, as a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Brook Primary School, we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The original RSE policy was created in conjunction with a working group of schools (Blanford Mere, Mount Pleasant, St. Mary's CE, Belle Vue, Brook, Church of the Ascension, Glynne, Dawley Brook). All schools pulled together relevant information including relevant national and local guidance.

The consultation and policy development process involved the following steps:

1. Review- the policy will be reviewed biannually by the PSHE lead and school management
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to complete an online survey to express their thoughts, opinions and concerns about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy should be read in conjunction with the Safeguarding policy, Behaviour Policy, Keeping Children Safe in Education 2020 and the School Code of Conduct.

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, health & hygiene, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is **not** about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. This may include working in partnership with parents and families to ensure children are kept safe.

Primary health education will focus on preparing boys and girls for the changes that adolescence brings. The content set out in our curriculum covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. At Brook Primary School we will not deliver any additional content on sex education above that included in the science curriculum.

For more information about our curriculum, see our curriculum maps in Appendix 1 (1a PSHE Curriculum Map; 1b Science Curriculum Map; 1c RE Curriculum Map; 1d Computing Curriculum Map).

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sessions delivered by trained professionals (For example, the Dudley School Nursing Team)

At Brook Primary School, relationships focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Changing adolescent body

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

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

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress using specifically designed year group end points (Appendix 3)
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE lead and headteacher. All staff are responsible for teaching RSE in this school.

### 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from Health or Relationships education.

At Brook Primary School, parents do not have the right to withdraw their children from health or relationship education as we will only be covering the statutory requirements as set out in section 34 of the Children and Social work act 2017 and section 403 of the Education Act 1996.

Parents will be informed of all sessions planned and delivered by the Dudley School Nursing Team. Any resources and presentation materials can be requested by parents prior to the session.

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or other professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Mrs R Taylor (PSHE Lead) and the Headteacher. These may include; planning scrutinies, book trawls, learning walks and pupil voice.

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

This policy will be reviewed by Mrs R Taylor biannually. At every review, the policy will be approved by the headteacher and by the governing board.

## Appendix 1

### Appendix 1a: PSHE Curriculum Map

#### Appendix 1a: Curriculum Map – PSHE



#### PHSE Intent

At Brook, personal, social, health and economic (PSHE) education enables our children to become healthy, independent, and responsible members of a society. It aims to help them understand how they are developing physically, personally, and socially and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

#### Pre-school

<b>Autumn Term</b>	<b>Making relationships</b> <ul style="list-style-type: none"><li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li><li>• Initiates play, offering cues to peers to join them.</li><li>• Keeps play going by responding to what others are saying or doing.</li><li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</li></ul>
	<b>Self-confidence and self-awareness</b> <ul style="list-style-type: none"><li>• Can select and use activities and resources with help.</li><li>• Welcomes and values praise for what they have done.</li><li>• Enjoys responsibility of carrying out small tasks.</li><li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li><li>• Confident to talk to other children when playing and will communicate freely about own home and community.</li><li>• Shows confidence in asking adults for help.</li></ul>
<b>Spring Term</b>	<b>Community</b> <ul style="list-style-type: none"><li>• Shows interest in the lives of people who are familiar to them.</li><li>• Remembers and talks about significant events in their own experience.</li><li>• Recognises and describes special times or events for family or friends.</li><li>• Shows interest in different occupations and ways of life.</li><li>• Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</li></ul>
	<b>The World</b> <ul style="list-style-type: none"><li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li><li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li></ul>

	<ul style="list-style-type: none"> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> </ul>								
<b>Summer Term</b>	<b>Managing feelings and behaviours</b> <ul style="list-style-type: none"> <li>• Aware of own feelings and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>								
<b>Reception</b>									
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> </ul>								
	<ul style="list-style-type: none"> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li>• Can describe self in positive terms and talk about abilities.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>								
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</li> <li>• They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</li> <li>• Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> </ul>								
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<b>Key Stage 1 &amp; 2</b>	<b>Autumn: Relationships</b>			<b>Spring: Living in the wider world</b>			<b>Summer: Health and Wellbeing</b>		
<b>Themes</b>	<b>Families and friendships</b>	<b>Safe relationships</b>	<b>Respecting ourselves and others</b>	<b>Belonging to a community</b>	<b>Media literacy and digital resilience</b>	<b>Money and work</b>	<b>Physical health and mental wellbeing</b>	<b>Growing and changing</b>	<b>Keeping safe</b>

## Year 1

<b>Autumn Term</b>	<p><b><u>Roles of different people; families; feeling cared for</u></b></p> <ul style="list-style-type: none"> <li>• About people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• The role these different people play in children's lives and how they care for them</li> <li>• What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• About the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>
	<p><b><u>Recognising privacy; staying safe; seeking permission</u></b></p> <ul style="list-style-type: none"> <li>• About situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>• About what it means to keep something private, including parts of the body that are private</li> <li>• To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• How to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• When it is important to ask for permission to touch others</li> <li>• How to ask for and give/not give permission</li> </ul>
	<p><b><u>How behaviour affects others; being polite and respectful</u></b></p> <ul style="list-style-type: none"> <li>• What kind and unkind behaviour mean in and out school</li> <li>• How kind and unkind behaviour can make people feel</li> <li>• About what respect means</li> <li>• About class rules, being polite to others, sharing and taking turns</li> </ul>
<b>Spring Term</b>	<p><b><u>What rules are; caring for others' needs; looking after the environment</u></b></p> <ul style="list-style-type: none"> <li>• Examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• That different people have different needs</li> <li>• How we care for people, animals and other living things in different ways</li> <li>• How they can look after the environment, e.g. recycling</li> </ul>
	<p><b><u>Using the internet and digital devices; communicating online</u></b></p> <ul style="list-style-type: none"> <li>• How and why people use the internet</li> <li>• The benefits of using the internet and digital devices</li> <li>• How people find things out and communicate safely with others online</li> </ul>
	<p><b><u>Strengths and interests; jobs in the community</u></b></p> <ul style="list-style-type: none"> <li>• That everyone has different strengths, in and out of school</li> <li>• About how different strengths and interests are needed to do different jobs</li> <li>• About people whose job it is to help us in the community</li> <li>• About different jobs and the work people do</li> </ul>
<b>Summer Term</b>	<p><b><u>Keeping healthy; food and exercise; hygiene routines; sun safety</u></b></p> <ul style="list-style-type: none"> <li>• What it means to be healthy and why it is important</li> <li>• Ways to take care of themselves on a daily basis</li> </ul>



- About basic hygiene routines, e.g. hand washing
- About healthy and unhealthy foods, including sugar intake
- About physical activity and how it keeps people healthy
- About different types of play, including balancing indoor, outdoor and screen-based play
- About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors
- How to keep safe in the sun

**Recognising what makes them unique and special; feelings; managing when things go wrong**

- To recognise what makes them special and unique including their likes, dislikes and what they are good at
- How to manage and whom to tell when finding things difficult, or when things go wrong
- How they are the same and different to others
- About different kinds of feelings
- How to recognise feelings in themselves and others
- How feelings can affect how people behave

**How rules and age restrictions help us; keeping safe online**

- How rules can help to keep us safe
- Why some things have age restrictions, e.g. TV and film, games, toys or play areas
- Basic rules for keeping safe online
- Whom to tell if they see something online that makes them feel unhappy, worried, or scared

**Year 2**

**Autumn  
Term**

**Making friends; feeling lonely and getting help**

- How to be a good friend, e.g. kindness, listening, honesty
- About different ways that people meet and make friends
- Strategies for positive play with friends, e.g. joining in, including others, etc.
- About what causes arguments between friends
- How to positively resolve arguments between friends
- How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else

**Managing secrets; resisting pressure and getting help; recognising hurtful behaviour**

- How to recognise hurtful behaviour, including online
- What to do and whom to tell if they see or experience hurtful behaviour, including online
- About what bullying is and different types of bullying
- How someone may feel if they are being bullied
- About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help
- How to resist pressure to do something that feels uncomfortable or unsafe
- How to ask for help if they feel unsafe or worried and what vocabulary to use

**Recognising things in common and differences; playing and working cooperatively; sharing opinions**

	<ul style="list-style-type: none"> <li>• About the things they have in common with their friends, classmates, and other people</li> <li>• How friends can have both similarities and differences</li> <li>• How to play and work cooperatively in different groups and situations</li> <li>• How to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>
<b>Spring Term</b>	<p><b><u>Belonging to a group; roles and responsibilities; being the same and different in the community</u></b></p> <ul style="list-style-type: none"> <li>• About being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• About different rights and responsibilities that they have in school and the wider community</li> <li>• About how a community can help people from different groups to feel included</li> <li>• To recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>
	<p><b><u>The internet in everyday life; online content and information</u></b></p> <ul style="list-style-type: none"> <li>• The ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• To recognise the purpose and value of the internet in everyday life</li> <li>• To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• That information online might not always be true</li> </ul>
	<p><b><u>What money is; needs and wants; looking after money</u></b></p> <ul style="list-style-type: none"> <li>• About what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• How money can be kept and looked after</li> <li>• About getting, keeping and spending money</li> <li>• That people are paid money for the job they do</li> <li>• How to recognise the difference between needs and wants</li> <li>• How people make choices about spending money, including thinking about needs and wants</li> </ul>
<b>Summer Term</b>	<p><b><u>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</u></b></p> <ul style="list-style-type: none"> <li>• About routines and habits for maintaining good physical and mental health</li> <li>• Why sleep and rest are important for growing and keeping healthy</li> <li>• That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• The importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• About food and drink that affect dental health</li> <li>• How to describe and share a range of feelings</li> <li>• Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• How to manage big feelings including those associated with change, loss and bereavement</li> <li>• When and how to ask for help, and how to help others, with their feelings</li> </ul>
	<p><b><u>Growing older; naming body parts; moving class or year</u></b></p> <ul style="list-style-type: none"> <li>• About the human life cycle and how people grow from young to old</li> <li>• How our needs and bodies change as we grow up</li> <li>• To identify and name the main parts of the body including external genitalia (e.g. vagina &amp; penis)</li> <li>• About change as people grow up, including new opportunities and responsibilities</li> <li>• Preparing to move to a new class and setting goals for next year</li> </ul>
	<p><b><u>Safety in different environments; risk and safety at home; emergencies</u></b></p>

- How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
- To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
- How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
- About things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
- How to respond if there is an accident and someone is hurt
- About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

### Year 3

#### **Autumn Term**

##### **What makes a family; features of family life**

- To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents
- That being part of a family provides support, stability and love
- About the positive aspects of being part of a family, such as spending time together and caring for each other
- About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty
- To identify if/when something in a family might make someone upset or worried
- What to do and whom to tell if family relationships are making them feel unhappy or unsafe

##### **Personal boundaries; safely responding to others; the impact of hurtful behaviour**

- What is appropriate to share with friends, classmates, family and wider social groups including online
- About what privacy and personal boundaries are, including online
- Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision
- That bullying and hurtful behaviour is unacceptable in any situation
- About the effects and consequences of bullying for the people involved
- About bullying online, and the similarities and differences to face-to-face bullying
- What to do and whom to tell if they see or experience bullying or hurtful behaviour

##### **Recognising respectful behaviour; the importance of self-respect; courtesy and being polite**

- To recognise respectful behaviours e.g. helping or including others, being responsible
- How to model respectful behaviour in different situations e.g. at home, at school, online
- The importance of self-respect and their right to be treated respectfully by others
- What it means to treat others, and be treated, politely
- The ways in which people show respect and courtesy in different cultures and in wider society

#### **Spring Term**

##### **The value of rules and laws; rights, freedoms and responsibilities**

- The reasons for rules and laws in wider society
- The importance of abiding by the law and what might happen if rules and laws are broken
- What human rights are and how they protect people
- To identify basic examples of human rights including the rights of children
- About how they have rights and also responsibilities
- That with every right there is also a responsibility e.g. the right to an education and the responsibility to learn

##### **How the internet is used; assessing information online**

	<ul style="list-style-type: none"> <li>• How the internet can be used positively for leisure, for school and for work</li> <li>• To recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• Strategies to recognise whether something they see online is true or accurate</li> <li>• To evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• To make safe, reliable choices from search results</li> <li>• How to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul> <p><b><u>Different jobs and skills; job stereotypes; setting personal goals</u></b></p> <ul style="list-style-type: none"> <li>• About jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>• That people can have more than one job at once or over their lifetime</li> <li>• About common myths and gender stereotypes related to work</li> <li>• To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• About some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• To recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• How to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>
<p><b>Summer Term</b></p>	<p><b><u>Health choices and habits; what affects feelings; expressing feelings</u></b></p> <ul style="list-style-type: none"> <li>• About the choices that people make in daily life that could affect their health</li> <li>• To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>• That can help people to make healthy choices and what might negatively influence them</li> <li>• About habits and that sometimes they can be maintained, changed or stopped</li> <li>• The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• That regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• About the things that affect feelings both positively and negatively</li> <li>• Strategies to identify and talk about their feelings</li> <li>• About some of the different ways people express feelings e.g. words, actions, body language</li> <li>• To recognise how feelings can change overtime and become more or less powerful</li> </ul> <p><b><u>Personal strengths and achievements; managing and reframing setbacks</u></b></p> <ul style="list-style-type: none"> <li>• That everyone is an individual and has unique and valuable contributions to make</li> <li>• To recognise how strengths and interests form part of a person's identity</li> <li>• How to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• To recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</li> <li>• Basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul> <p><b><u>Risks and hazards; safety in the local environment and unfamiliar places</u></b></p> <ul style="list-style-type: none"> <li>• How to identify typical hazards at home and in school</li> <li>• How to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• About fire safety at home including the need for smoke alarms</li> <li>• The importance of following safety rules from parents and other adults</li> <li>• How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>

<b>Autumn Term</b>	<p><b><u>Positive friendships, including online</u></b></p> <ul style="list-style-type: none"> <li>• About the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• Strategies to build positive friendships</li> <li>• How to seek support with relationships if they feel lonely or excluded</li> <li>• How to communicate respectfully with friends when using digital devices</li> <li>• How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• What to do or whom to tell if they are worried about any contact online</li> </ul>
	<p><b><u>Responding to hurtful behaviour; managing confidentiality; recognising risks online</u></b></p> <ul style="list-style-type: none"> <li>• To differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• How to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• How to manage pressures associated with dares</li> <li>• When it is right to keep or break a confidence or share a secret</li> <li>• How to recognise risks online such as harmful content or contact</li> <li>• How people may behave differently online including pretending to be someone they are not</li> <li>• How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>
	<p><b><u>Respecting differences and similarities; discussing difference sensitively</u></b></p> <ul style="list-style-type: none"> <li>• To recognise differences between people such as gender, race, faith</li> <li>• To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• About the importance of respecting the differences and similarities between people</li> <li>• A vocabulary to sensitively discuss difference and include everyone</li> </ul>
<b>Spring Term</b>	<p><b><u>What makes a community: shared responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• The meaning and benefits of living in a community</li> <li>• To recognise that they belong to different communities as well as the school community</li> <li>• About the different groups that make up and contribute to a community</li> <li>• About the individuals and groups that help the local community, including through volunteering and work</li> <li>• How to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>
	<p><b><u>How data is shared and used</u></b></p> <ul style="list-style-type: none"> <li>• That everything shared online has a digital footprint</li> <li>• That organisations can use personal information to encourage people to buy things</li> <li>• To recognise what online adverts look like</li> <li>• To compare content shared for factual purposes and for advertising</li> <li>• Why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• That search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>
	<p><b><u>Making decisions about money; using and keeping money safe</u></b></p> <ul style="list-style-type: none"> <li>• How people make different spending decisions based on their budget, values and needs</li> </ul>

	<ul style="list-style-type: none"> <li>• How to keep track of money and why it is important to know how much is being spent</li> <li>• About different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• That how people spend money can depend upon their priorities</li> </ul>
<b>Summer Term</b>	<p><b><u>Maintaining a balanced lifestyle; oral hygiene and dental care</u></b></p> <ul style="list-style-type: none"> <li>• To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• What good physical health means and how to recognise early signs of physical illness</li> <li>• That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• How to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>
	<p><b><u>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</u></b></p> <ul style="list-style-type: none"> <li>• How to identify external genitalia and reproductive organs</li> <li>• About the physical and emotional changes during puberty</li> <li>• Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• Strategies to manage the changes during puberty including menstruation</li> <li>• The importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• How to discuss the challenges of puberty with a trusted adult</li> <li>• How to get information, help and advice about puberty</li> </ul>
	<p><b><u>Medicines and household products; drugs common to everyday life</u></b></p> <ul style="list-style-type: none"> <li>• The importance of taking medicines correctly and using household products safely</li> <li>• To recognise what is meant by a 'drug'</li> <li>• That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• To identify some of the risks associated with drugs common to everyday life</li> <li>• That for some people using drugs can become a habit which is difficult to break</li> <li>• How to ask for help or advice</li> </ul>
<b><u>Year 5</u></b>	
<b>Autumn Term</b>	<p><b><u>Managing friendships and peer influence</u></b></p> <ul style="list-style-type: none"> <li>• What makes a healthy friendship and how they make people feel included</li> <li>• Strategies to help someone feel included</li> <li>• About peer influence and how it can make people feel or behave</li> <li>• The impact of the need for peer approval in different situations, including online</li> <li>• Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• That it is common for friendships to experience challenges</li> <li>• Strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• That friendships can change over time and the benefits of having new and different types of friends</li> <li>• How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• When and how to seek support in relation to friendships</li> </ul>

	<p><b><u>Physical contact and feeling safe</u></b></p> <ul style="list-style-type: none"> <li>• To identify what physical touch can be acceptable, unacceptable, wanted or unwanted in different situations</li> <li>• How to ask for, give and not give permission for physical contact</li> <li>• How it feels in a person's mind and body when they are uncomfortable</li> <li>• That it is never someone's fault if they have experienced unacceptable contact</li> <li>• How to respond to unwanted or unacceptable physical contact</li> <li>• That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• Whom to tell if they are concerned about unwanted physical contact</li> </ul> <p><b><u>Responding respectfully to a wide range of people; recognising prejudice and discrimination</u></b></p> <ul style="list-style-type: none"> <li>• To recognise that everyone should be treated equally</li> <li>• Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• What discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>• The impact of discrimination on individuals, groups and wider society</li> <li>• Ways to safely challenge discrimination</li> <li>• How to report discrimination online</li> </ul>
<p><b>Spring Term</b></p>	<p><b><u>Protecting the environment; compassion towards others</u></b></p> <ul style="list-style-type: none"> <li>• About how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• The importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• How to show compassion for the environment, animals and other living things</li> <li>• About the way that money is spent and how it affects the environment</li> <li>• To express their own opinions about their responsibility towards the environment</li> </ul> <p><b><u>How information online is targeted; different media types, their role and impact</u></b></p> <ul style="list-style-type: none"> <li>• To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>• Basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• That some media and online content promote stereotypes</li> <li>• How to assess which search results are more reliable than others</li> <li>• To recognise unsafe or suspicious content online</li> <li>• How devices store and share information</li> </ul> <p><b><u>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</u></b></p> <ul style="list-style-type: none"> <li>• To identify jobs that they might like to do in the future</li> <li>• About the role ambition can play in achieving a future career</li> <li>• How or why someone might choose a certain career</li> <li>• About what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• The importance of diversity and inclusion to promote people's career opportunities</li> <li>• About stereotyping in the workplace, its impact and how to challenge it</li> <li>• That there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>
<p><b>Summer</b></p>	<p><b><u>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</u></b></p> <ul style="list-style-type: none"> <li>• How sleep contributes to a healthy lifestyle</li> </ul>

<b>Term</b>	<ul style="list-style-type: none"> <li>• Healthy sleep strategies and how to maintain them</li> <li>• About the benefits of being outdoors and in the sun for physical and mental health</li> <li>• How to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• How medicines can contribute to health and how allergies can be managed</li> <li>• That some diseases can be prevented by vaccinations and immunisations</li> <li>• That bacteria and viruses can affect health</li> <li>• How they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• To recognise the shared responsibility of keeping a clean environment</li> </ul>
	<p><b><u>Personal identity; recognising individuality and different qualities; mental wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• That for some people their gender identity does not correspond with their biological sex</li> <li>• How to recognise, respect and express their individuality and personal qualities</li> <li>• Ways to boost their mood and improve emotional wellbeing</li> <li>• About the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>
	<p><b><u>Keeping safe in different situations, including responding in emergencies, first aid</u></b></p> <ul style="list-style-type: none"> <li>• To identify when situations are becoming risky, unsafe or an emergency</li> <li>• To identify occasions where they can help take responsibility for their own safety</li> <li>• To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• How to deal with common injuries using basic first aid techniques</li> <li>• How to respond in an emergency, including when and how to contact different emergency services</li> <li>• That female genital mutilation (FGM) is against British law<sup>1</sup> (Link to PANTS do not need to use FGM by name.)</li> <li>• What to do and whom to tell if they think they or someone they know might be at risk of FGM (Link to PANTS do not need to use FGM by name.)</li> </ul>

**Year 6**

<b>Autumn Term</b>	<p><b><u>Attraction to others; romantic relationships; civil partnership and marriage</u></b></p> <ul style="list-style-type: none"> <li>• What it means to be attracted to someone and different kinds of loving relationships</li> <li>• That people who love each other can be of any gender, ethnicity or faith</li> <li>• The difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>• About the qualities of healthy relationships that help individuals flourish</li> <li>• Ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• That people have the right to choose whom they marry or whether to get married</li> <li>• That to force anyone into marriage is illegal</li> <li>• How and where to report forced marriage or ask for help if they are worried</li> </ul>
	<p><b><u>Recognising and managing pressure; consent in different situations</u></b></p> <ul style="list-style-type: none"> <li>• To compare the features of a healthy and unhealthy friendship</li> <li>• About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• Strategies to respond to pressure from friends including online</li> <li>• How to assess the risk of different online 'challenges' and 'dares'</li> <li>• How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> </ul>



	<ul style="list-style-type: none"> <li>• How to get advice and report concerns about personal safety, including online</li> <li>• What consent means and how to seek and give/not give permission in different situations</li> </ul> <p><b><u>Expressing opinions and respecting other points of view, including discussing topical issues</u></b></p> <ul style="list-style-type: none"> <li>• About the link between values and behaviour and how to be a positive role model</li> <li>• How to discuss issues respectfully</li> <li>• How to listen to and respect other points of view</li> <li>• How to constructively challenge points of view they disagree with</li> <li>• Ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>
<b>Spring Term</b>	<p><b><u>Valuing diversity; challenging discrimination and stereotypes</u></b></p> <ul style="list-style-type: none"> <li>• What prejudice means</li> <li>• To differentiate between prejudice and discrimination</li> <li>• How to recognise acts of discrimination</li> <li>• Strategies to safely respond to and challenge discrimination</li> <li>• How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• How stereotypes are perpetuated and how to challenge this</li> </ul> <p><b><u>Evaluating media sources; sharing things online</u></b></p> <ul style="list-style-type: none"> <li>• About the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>• How and why images online might be manipulated, altered, or faked</li> <li>• How to recognise when images might have been altered</li> <li>• Why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• That social media sites have age restrictions and regulations for use</li> <li>• The reasons why some media and online content is not appropriate for children</li> <li>• How online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>• About sharing things online, including rules and laws relating to this</li> <li>• How to recognise what is appropriate to share online</li> <li>• How to report inappropriate online content or contact</li> </ul> <p><b><u>Influences and attitudes to money; money and financial risks</u></b></p> <ul style="list-style-type: none"> <li>• About the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>• About value for money and how to judge if something is value for money</li> <li>• How companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• How having or not having money can impact on a person's emotions, health and wellbeing</li> <li>• About common risks associated with money, including debt, fraud and gambling</li> <li>• How money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• How to get help if they are concerned about gambling or other financial risks</li> </ul>
<b>Summer Term</b>	<p><b><u>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</u></b></p> <ul style="list-style-type: none"> <li>• That mental health is just as important as physical health and that both need looking after</li> <li>• To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• How negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• Positive strategies for managing feelings</li> </ul>

- That there are situations when someone may experience mixed or conflicting feelings
- How feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
- Identify where they and others can ask for help and support with mental wellbeing in and outside school
- The importance of asking for support from a trusted adult
- About the changes that may occur in life including death, and how these can cause conflicting feelings
- That changes can mean people experience feelings of loss or grief
- About the process of grieving and how grief can be expressed
- About strategies that can help someone cope with the feelings associated with change or loss
- To identify how to ask for help and support with loss, grief or other aspects of change
- How balancing time online with other activities helps to maintain their health and wellbeing
- Strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- What to do and whom to tell if they are frightened or worried about something they have seen online

**Human reproduction and birth; increasing independence; managing transitions**

- To recognise some of the changes as they grow up e.g. increasing independence
- About what being more independent might be like, including how it may feel
- About the transition to secondary school and how this may affect their feelings
- About how relationships may change as they grow up or move to secondary school
- Practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- Identify the links between love and committed relationships.
- How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- About the responsibilities of being a parent or carer and how having a baby changes someone's life

**Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media**

- How to protect personal information online
- To identify potential risks of personal information being misused
- Strategies for dealing with requests for personal information or images of themselves
- To identify types of images that are appropriate to share with others and those which might not be appropriate
- That images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- What to do if they take, share or come across an image which may upset, hurt or embarrass them or others
- How to report the misuse of personal information or sharing of upsetting content/ images online
- About the different age rating systems for social media, T.V, films, games and online gaming
- Why age restrictions are important and how they help people make safe decisions about what to watch, use or play
- About the risks and effects of different drugs
- About the laws relating to drugs common to everyday life and illegal drugs
- To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
- About the organisations where people can get help and support concerning drug use
- How to ask for help if they have concerns about drug use
- About mixed messages in the media relating to drug use and how they might influence opinions and decisions

## Appendix 1b: Science Curriculum Map

### Appendix 1b: Curriculum Map- Science

\*Please note this is not our complete Science curriculum, but parts that are relevant to the teaching and delivery of RSE.



#### **Science Intent**

At Brook, our children as scientists, will be able to work scientifically, apply previous knowledge, to link theories and concepts. They are able to make predictions, carry out investigations, analyse data mathematically and draw conclusions linking to known scientific research. Children will also have an awareness of working safely.

<p><b>Pre-school</b></p>	<p><b>Use all their senses in hands-on exploration of natural materials</b></p> <p><b>Explore collections of materials with similar or different properties</b></p> <p><b>Talk about what they see, using a wide vocabulary</b></p> <p><b>Shows care and concern for living things</b></p> <p>Talk about bones and the different parts of the body and facial features.</p> <p>Look at similarities and differences- Begin to explore consistency – making porridge (liquid, solid)</p> <p>Making gingerbread men</p> <p>Experiment with different liquids – begin to make predictions and conclusions.</p> <p><b>Explore and talk about different forces they can feel</b></p> <p><b>Talk about the differences between materials and changes they notice</b></p> <p><b>Plant seeds and care for growing plants</b></p> <p><b>Understand the key features of the life cycle of a plant and an animal</b></p> <p>Look at similarities and differences- Talk about consistency and change of state (liquid, solid) Ice, snow, hot chocolate, pancakes, fossils. How will we get the dinosaur out of the ice?</p> <p>Looking at things they have observed in the environment- plants, animals and natural objects.</p> <p>Looking at animals that live in snowy/cold habitats.</p> <p>Matching adult and baby animals on the farm.</p> <p>Seasons/ weather- changes in environment.</p> <p>Exploring natural materials for animal's homes.</p>
<p><b>Reception</b></p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects:</p> <p><b>Hibernating and nocturnal animals</b></p>

Talks about why things happen and how things work:

**Our bodies**

**All 5 Senses**

**Electricity (creating light)**

Shows care and concern for living things and the environment:

**Hibernation**

**Nocturnal animals**

**Experiment/ investigation to be completed:**

1. To investigate using our senses. Take a sensory walk around the school garden and record what we can see, hear, smell, taste, feel.
2. Investigate how to make the lightbulb light using a simple circuit.
3. Which material is best to use for...? Testing materials.
4. How do we create shadows / How do we change their shape? Size?

Children know about similarities and differences in relation to places, objects, materials and living things:

**Babies and adults**

**Animals- parts of an animal**

They make observations of animals and plants and explain why some things occur, and talk about changes:

**Woodland animals**

**Life cycles**

**Habitats**

**Experiment/ investigation to be completed:**

1. Investigating which force we use to move objects. Push/pull
2. How to rescue the penguin from the ice? Exploring freezing and melting
3. What happens when materials are added to water?

They make observations of animals and plants and explain why some things occur and talk about changes.

**Floating and sinking**

**Planting/growing**

**Parts of a plant**

**Growth and decay**

**Sea creatures**

	<p><b>Mini beasts</b></p> <p><b>Experiment/ investigation to be completed:</b></p> <ol style="list-style-type: none"> <li>1. What do plants need to grow? Simply planting a selection of seeds/bulbs/plants.</li> <li>2. What is decay? Making observations of fruit/vegetables/plants as they decay and rot.</li> <li>3. Which objects float/sink? Can we make a boat that floats?</li> <li>4. Comparing materials (linked to autumn term) which can be recycled?</li> <li>5. Mini beast/plant hunt. Which live in our garden/school grounds? Where? (Linked to geography and map work).</li> <li>6. Observing life cycles – caterpillars.</li> </ol>
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<p><b>Year 1 &amp; 2</b></p> <p><b>Working Scientifically</b></p>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways</li> <li>• Observing closely, using simple equipment</li> <li>• Performing simple tests</li> <li>• Identifying and classifying</li> <li>• Using their observations and ideas to suggest answers to questions</li> <li>• Gathering and recording data to help in answering questions</li> </ul>
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**Year 1**

Science focus	<p><b>Animals, including humans</b></p> <p><i>Ourselves</i></p>	<p><b>Animals, including humans</b></p> <p><i>Our Pets</i></p>	<p><b>Everyday Materials</b></p> <p><i>Let's Build</i></p>	<p><b>Everyday Materials</b></p> <p><i>Marvellous materials</i></p>	<p><b>Seasonal Changes</b></p> <p><i>Wonderful Weather</i></p>	<p><b>Plants</b></p> <p><i>What's growing in our garden?</i></p>
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	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Experiment/ investigation to be completed:</b></p> <ol style="list-style-type: none"> <li>1. Senses investigation. Find the lost teddy using the sense clues. E.g. The bear smells of mint. The teddy makes a squeaky sound. It feels soft and furry. It tastes like an apple (use food). Its footprint is 10cm long.</li> </ol>
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**Year 2**

Science focus	<p><b>Animals, including humans</b></p> <p><i>Healthy Animals</i></p>	<p><b>Living Things and Their Habitats</b></p> <p><i>Habitats</i></p>	<p><b>Everyday Materials</b></p> <p><i>Materials Matter</i></p>	<p><b>Everyday Materials</b></p> <p><i>Squash, Bend, Twist, Stretch</i></p>	<p><b>Plants</b></p> <p><i>Ready, Steady, Grow!</i></p>	<p><b>Living things and their habitats</b></p> <p><i>Gardens and Allotments</i></p>
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	<b>Animals, including humans</b>
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	<ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Experiment/ investigation to be completed:</b></p> <ol style="list-style-type: none"> <li>1. <b>How does exercise affect the body? Compare types of exercise (star jumps, running, walking, hopping) and effects on the body e.g. heart rate, temperature and rate of breathing.</b></li> <li>2. <b>Washing hands- hygiene (nurse visit to show bacteria on hands before and after washing).</b></li> </ol> <p><b>Living things and their habitats</b> □□</p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food.</li> </ul> <p><b>Experiment/ investigation to be completed:</b></p> <ol style="list-style-type: none"> <li>1. <b>Habitat walk within school grounds to name and identify features of each habitat. Look at its inhabitants.</b></li> <li>2. <b>Do all mini beasts like living in the same habitat? Compare how many woodlouse are in habitat 1 compared to habitat 2. Repeat for other insects.</b></li> </ol>
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<b>Year 3 &amp; 4</b>	During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
<b>Working Scientifically</b>	<ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• Setting up simple practical enquiries, comparative and fair tests</li> <li>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>

<b>Year 3</b>						
Science focus	<b>Animals, including humans</b>  <i>Keeping Healthy</i>	<b>Light</b>  <i>Light and Shadows</i>	<b>Rocks</b>  <i>Rocks and Fossils</i>	<b>Forces and Magnets</b>  <i>Amazing Magnets</i>	<b>Plants</b>  <i>Shoots and Roots</i>	<b>Plants</b>  <i>Artful Flowers, Fruits and Seeds</i>
	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Experiment/ investigation to be completed:</b></p> <ol style="list-style-type: none"> <li>1. <b>Predict which muscles you will use to carry out certain movements E.g. running, reading, lifting.</b></li> </ol>					

<b>Year 4</b>
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Science focus	<b>Electricity</b>  <i>It's Electric</i>	<b>States of Matter</b>  <i>States of Matter Scientists</i>	<b>Sound</b>  <i>Listen Up</i>	<b>Living things and their habitats</b>  <i>Name that Living Thing!</i>	<b>Animals Including Humans</b>  <i>Are These Your Teeth?</i>	<b>Living things and their habitats</b>  <i>Help Our Habitats!</i>
<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>Identify the different types of teeth in humans and their simple functions.</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><b>Experiment/ investigation to be completed:</b></p> <ol style="list-style-type: none"> <li><b>Digestive system- replicate the journey your food takes inside your digestive tract from mouth to bottom using weetabix, banana, sweetcorn, water, orange juice and a pair of tights.</b></li> <li><b>What causes tooth decay? Look at different types of drinks and their effect.</b></li> </ol> <p><b>Living things and their habitats</b>□□</p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>Experiment/ investigation to be completed:</b></p> <ol style="list-style-type: none"> <li><b>Sorting vertebrates from the local environment using a classification key.</b></li> <li><b>Woodlouse investigation- 4 chambers demonstrating environmental changes and how these can have an impact upon living things (e.g. wet, dry, light and dark).</b></li> </ol>						

<b>Year 5 &amp; 6</b>  <b>Working Scientifically</b>	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>Using test results to make predictions to set up further comparative and fair tests</li> <li>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>
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<b>Year 5</b>						
Science focus	<b>Earth and Space</b>  <i>Space Presenters</i>	<b>Forces</b>  <i>May the Forces be with You</i>	<b>Properties of Materials</b>  <i>Music Festival Materials</i>	<b>Changes of Materials</b>  <i>Changing Materials</i>	<b>Living things and their habitats</b>  <i>The Art of Living</i>	<b>Animals, including humans</b>  <i>Life Explorers</i>
<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>Experiment/ investigation to be completed:</b></p> <ol style="list-style-type: none"> <li><b>Asexual plant reproduction- Plant new geranium plants, by taking a cutting from the geranium to make a new plant.</b></li> </ol> <p><b>Animals, including humans</b></p>						

	<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul> <p><b>Experiment/ investigation to be completed:</b></p> <ol style="list-style-type: none"> <li>Use the context of growth of babies in height and/ or weight to present data in the form of a line graph.</li> </ol>
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Year 6						
Science focus	Light	Electricity	Living things and their habitats	Evolution and Inheritance	Animals Including Humans	Second Look Science
	<i>Crime Lab Investigation</i>	<i>Electric Celebrations</i>	<i>Classification Connoisseurs</i>	<i>The Game of Survival</i>	<i>The Art of Being Human</i>	<i>The Science of Sport</i>
	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Experiment/ investigation to be completed:</b></p> <ol style="list-style-type: none"> <li><b>Mould investigation- What affect the rate of mould growth? (temperature, moisture content)</b></li> </ol> <p><b>Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b>Experiment/ investigation to be completed:</b></p> <ol style="list-style-type: none"> <li><b>Exercise investigation- An enquiry into how exercise affects your pulse rate over a period of time.</b></li> </ol>					



## Appendix 1c: Religious Education Curriculum Map

### Appendix 1c: Curriculum Map- Religious Education



#### RE Intent

At Brook, our children will develop their knowledge of different beliefs, teachings, practices and lifestyles. They will understand how religious beliefs are conveyed and they will learn to be reflective. They will get opportunities to visit a range of places of worship in the local and wider community. Religious education aims to provide an objective and critical study of the phenomena of religious and non-religious worldviews and it helps pupils to develop and reflect on their values and beliefs and their own personal worldview.

As world citizens, children will develop their knowledge and skills in the areas of understanding beliefs and teachings, practices and lifestyles, how beliefs are conveyed, to understand values and be reflective.

	Autumn Term		Spring Term		Summer Term	
<b>Pre-school</b>	Begin to make sense of their own life-story		Develop positive attitudes about the differences between people through a variety of resources and props		Know that and talk about the differences they have experienced or seen in photos Develop positive attitudes about the differences between people through a variety of resources and props	
<b>Reception</b>	Begin to understand that people have different beliefs and celebrate special times in different ways		Begin to understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways		Understand that some places are special to members of their community	
<b>Year 1</b>	Christianity- Introduction to Christianity	Christianity- Christmas	Islam- Introduction to Islam	Islam – Significant beliefs about God	Sikhism - Introduction	Festivals
<b>Year 2</b>	Humanism	Islam – Significant beliefs about Muhammad	Islam – The first revelation and the origin of the Qur’an	Christianity - Easter	Christianity – God and loving kindness	People of Faith
<b>Year 3</b>	Christianity – Who was Jesus?	Christianity – Why was Jesus called the saviour?	Islam – significant beliefs about God	Islam – significant beliefs about Muhammad and Prophethood	Sikhism – God and Gurus	Worship
<b>Year 4</b>	Islam – significant beliefs about the Qur’an	Stories	Christianity – Christian love (Agape)	Significant beliefs	Non-religious worldviews including Humanism	Religious and non-religious worldviews
<b>Year 5</b>	Christianity – Adam and Eve and “the fall”	Christianity – The Salvation Story, “atonement” and “reconciliation”	Islam – Muhammad’s life in Makkah, preaching and persecution	Islam – Muhammad in Madinah, establishing a Muslim community	Sikhism	Fasts and Festivals
<b>Year 6</b>	Islam – Peace, forgiveness or violence. Which is more truly Islam?	Significant beliefs	Judaism	Non-religious worldviews	Christianity – How do we know what is right or wrong?	Worship

## Appendix 1d: Computing Curriculum Map

### Appendix 1d: Curriculum Map- Computing



#### Computing Intent

At Brook, our computing program will equip pupils to use computational thinking, creativity and knowledge of computer systems to ensure they are digitally literate and are able to express themselves and develop their ideas through information and communication technology.

Purpose of study A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

	Autumn Term 2022		Spring Term 2023		Summer Term 2023	
	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
Year 1	<u>Using the internet</u> Esafety Logging on	<u>Computer Science</u> BeeBots	<u>Digital Content</u> Word Processing	<u>Digital Content</u> Tech outside of school PM 1.9 Pictograms PM 2.3	<u>Computer Science</u> Coding PM1.7 Code blocks/ instructions	<u>Digital Media</u> Photography
Year 2	<u>Using the internet</u> Esafety Simple searches Digital footprints	<u>Computer Science</u> Coding PM 2.1 Algorithms	<u>Digital Content</u> Powerpoint	<u>Digital Content</u> Questioning PM2.4 Pictograms & databases	<u>Computer Science</u> Coding	<u>Digital Media</u> TC - Creating media – Digital photography
Year 3	<u>Using the internet</u> Esafety Email	<u>Computer Science</u> Coding PM 3.1 Flowcharts/ debugging	<u>Digital Content</u> Word Processing	<u>Digital Content</u> Spreadsheets PM 3.3	<u>Computer Science</u> Simulations PM3.7	<u>Digital Media</u> Stop-frame animation ET, CM
Year 4	<u>Using the internet</u> Esafety Office 365/ Google Suite/ cloud	<u>Computer Science</u> Coding PM 4.1 IF/ELSE statements	<u>Digital Content</u> Powerpoint	<u>Digital Content</u> Databases PM 5.4	<u>Computer Science</u> Coding 2Logo PM 4.5	<u>Digital Media</u> Making music – Garage band
Year 5	<u>Using the internet</u> Esafety Search Engines One Drive	<u>Computer Science</u> Coding PM 5.1 Algorithms/ simulations	<u>Digital Content</u> Word Processing	<u>Digital Content</u> Spreadsheets - Excel	<u>Computer Science</u> Game Creator PM 5.5	<u>Digital Media</u> Video production CM, DD
Year 6	<u>Using the internet</u> Esafety/ Blogging/ Wiki Pages	<u>Computer Science</u> Coding PM 6.1 Functions/ control simulations	<u>Digital Content</u> Powerpoint	<u>Digital Content</u> Quizzing – PM6.7 & Google forms	<u>Computer Science</u> Scratch Coding a game	<u>Digital Media</u> Stop animation

## Appendix 2: By the end of primary school pupils should know

TOPICS	PUPILS SHOULD KNOW
Families and people who care for them	<ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● The characteristic of 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 together and sharing each other's lives</li> <li>● That other's families, either in school or the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>● That stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children's security as they grow up</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure and how people choose and make friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>● That healthy relationships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>● That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right</li> <li>● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>● The importance of respecting others, even when they are very different from them (for example physically, in character, personality or background), or make different choices or have different preferences for beliefs.</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this is linked to their own happiness</li> <li>● That in school and the wider society they can expect to be treated with respect by others and that in turn they should show respect to others, including those in positions of authority</li> <li>● About the different types of bullying (including cyberbullying) the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>● What a stereotype is and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of seeking permission and giving in relationships with friends and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● That the same principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of risks associated with people they have never met.</li> <li>● How information and data is shared and used online</li> </ul>
Begin Safe	<ul style="list-style-type: none"> <li>● What sort of boundaries are appropriate in friendships with peers and others (including digital context)</li> <li>● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>● -That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other contact</li> </ul>

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## Appendix 3: Brook Primary School PSHE Assessment End Points



### CURRICULUM END POINTS PSHE



Year Group	End Points
1	<p>A successful global citizen in Year 1 will understand:</p> <p><b>Families and friendships/ Safe relationships/ Respecting ourselves and others</b></p> <ul style="list-style-type: none"> <li>• Who cares for me, and the role different people play in their lives?</li> <li>• How families can be different</li> <li>• Situations when someone’s body or feelings might be hurt and whom to go to for help</li> <li>• What it means to keep something private, including parts of the body that are private</li> <li>• Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) and the importance of asking for permission to touch others</li> <li>• What kind and unkind behaviour mean in and out school how these make people feel</li> <li>• What respect means</li> </ul> <p><b>Belonging to a community/ Media literacy and digital resilience/ Money and work</b></p> <ul style="list-style-type: none"> <li>• Examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• How we care for people, animals, other living things and the environment in different ways</li> <li>• How and why people use the internet</li> <li>• The benefits of using the internet and digital devices and being safe with others online</li> <li>• That everyone has different strengths, in and out of school and how different strengths and interests are needed to do</li> <li>• About people whose job it is to help us in the community</li> </ul> <p><b>Physical health and Mental wellbeing/ Growing and changing/ Keeping safe</b></p> <ul style="list-style-type: none"> <li>• What it means to be healthy and why it is important – basic hygiene, healthy foods, physical activity, and screen time and who can help stay healthy</li> <li>• What makes them special and unique including their likes, dislikes and what they are good and how they are the same and different to others</li> <li>• About different kinds of feelings and how feelings can affect how people behave</li> </ul>
2	<p>A successful global citizen in Year 2 will understand:</p> <p><b>Families and friendships/ Safe relationships/ Respecting ourselves and others</b></p> <ul style="list-style-type: none"> <li>• How to be a good friend both in person and online, e.g. kindness, listening, honesty and strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• What causes arguments between friends and how to positively resolve arguments between friends</li> <li>• How to recognise and ask for help when they are feeling lonely or unhappy or to help someone else including online</li> <li>• What bullying is and different types of bullying and how someone may feel if they are being bullied</li> <li>• How to resist pressure to do something that feels uncomfortable or unsafe</li> </ul> <p><b>Belonging to a community/ Media literacy and digital resilience/ Money and work</b></p> <ul style="list-style-type: none"> <li>• How to play and work cooperatively in different groups and situations</li> <li>• About being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups and recognise that they are all equal, and ways in which they are the same and different to others in their community</li> <li>• The ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• How to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos and</li> </ul>

	<p>information on the internet n=might not always be true</p> <ul style="list-style-type: none"> <li>• What money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• About getting, keeping and spending money</li> <li>• That people are paid money for the job they do, make choices about spending money, including thinking about needs and wants</li> </ul> <p><b>Physical health and Mental wellbeing/ Growing and changing/ Keeping safe</b></p> <ul style="list-style-type: none"> <li>• About routines and habits for maintaining good physical and mental health including medicines, vaccinations, brushing teeth and visiting the dentist</li> <li>• About food and drink that affect dental health</li> <li>• Ways to feel good, calm down or change their mood and how to manage big feelings including those associated with change, loss and bereavement</li> <li>• About change as people grow up, including new opportunities and responsibilities</li> <li>• To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines and how to stay safe</li> <li>• How to respond if there is an accident and someone is hurt and whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>
3	<p>A successful global citizen in Year 3 will understand:</p> <p><b>Families and friendships/ Safe relationships/ Respecting ourselves and others</b></p> <ul style="list-style-type: none"> <li>• What makes a family, features of family life and why are families different</li> <li>• Personal boundaries; safely responding to others; the impact of hurtful behaviour</li> <li>• How to recognise respectful behaviour; the importance of self-respect; courtesy and being polite</li> </ul> <p><b>Belonging to a community/ Media literacy and digital resilience/ Money and work</b></p> <ul style="list-style-type: none"> <li>• The value of rules and laws; rights, freedoms and responsibilities</li> <li>• How the internet is used; assessing information online</li> <li>• Different jobs and skills; job stereotypes; setting personal goals</li> </ul> <p><b>Physical health and Mental wellbeing/ Growing and changing/ Keeping safe</b></p> <ul style="list-style-type: none"> <li>• Personal strengths and achievements; managing and reframing setbacks</li> <li>• Risks and hazards; safety in the local environment and unfamiliar places</li> <li>• Health choices and habits; what affects feelings; expressing feelings</li> </ul>
4	<p>A successful global citizen in Year 4 will understand:</p> <p><b>Families and friendships/ Safe relationships/ Respecting ourselves and others</b></p> <ul style="list-style-type: none"> <li>• About the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know and What to do or whom to tell if they are worried about any contact online</li> <li>• How to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• How to manage pressures associated with dares and peer pressure and harmful content and where to seek help and advice</li> <li>• Differences between people such as gender, race, faith and what they have in common with others e.g. shared values, likes and dislikes, aspirations and the importance of respecting the differences and similarities between people</li> </ul> <p><b>Belonging to a community/ Media literacy and digital resilience/ Money and work</b></p> <ul style="list-style-type: none"> <li>• The meaning and benefits of living in a community and different groups within our community</li> <li>• That everything shared online has a digital footprint and personal information can be used to encourage people to buy things</li> <li>• Making decisions about money; using and keeping money safe budgeting, keeping track of money and different ways to pay for things</li> </ul> <p><b>Physical health and Mental wellbeing/ Growing and changing/ Keeping safe</b></p>

	<ul style="list-style-type: none"> <li>• Maintaining a balanced lifestyle; oral hygiene and dental care - maintain a balanced, healthy lifestyle, physically and mentally, The importance of regular visits to the dentist and oral care and the effects of different foods, drinks and substances on dental health</li> <li>• Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty including Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams How to discuss the challenges of puberty with a trusted adult</li> <li>• The importance of taking medicines correctly and using household products safely</li> <li>• That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing and be addictive</li> </ul>
5	<p>A successful global citizen in Year 5 will understand:</p> <p><b>Families and friendships/ Safe relationships/ Respecting ourselves and others</b></p> <ul style="list-style-type: none"> <li>• How to manage friendships and peer influence and how it can make people feel or behave including online and strategies for managing e.g. exit strategies, assertive communication</li> <li>• That friendships can change over time and the benefits of having new and different types of friends and Strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• How to identify what physical touch is acceptable, unacceptable, wanted, or unwanted in different situations and how to ask for, give and not give permission for physical contact and how to respond to unwanted or unacceptable physical contact</li> <li>• That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• What discrimination means and different types of discrimination e.g. racism, sexism, homophobia including those online- trolling and its impact</li> <li>• When and how to seek support in relation to safe relationships friendships</li> </ul> <p><b>Belonging to a community/ Media literacy and digital resilience/ Money and work</b></p> <ul style="list-style-type: none"> <li>• About how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>• The importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• How to express their own opinions about their responsibility towards the environment</li> <li>• How to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise and to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is bias</li> <li>• How to assess which search results are more reliable than others and that some can promote stereotypes</li> <li>• How devices store and share information</li> <li>• How to identify jobs that they might like to do in the future</li> <li>• About what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>• The importance of diversity and inclusion to promote people’s career opportunities and stereotypes in the workplace and how to challenge it</li> <li>• That there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul> <p><b>Physical health and Mental wellbeing/ Growing and changing/ Keeping safe</b></p> <ul style="list-style-type: none"> <li>• The benefits of being outdoors and in the sun for physical and mental health and how sleep contributes to a healthy lifestyle and sleep strategies and how to maintain them</li> <li>• How to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• That some diseases can be prevented by vaccinations and immunisations, that bacteria and viruses can affect health and how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes and that for some people their gender identity does not correspond with their biological sex</li> <li>• How to recognise, respect and express their individuality and personal qualities</li> <li>• How to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>• How to deal with common injuries using basic first aid techniques</li> </ul>

	<ul style="list-style-type: none"> <li>• That female genital mutilation (FGM) is against British law<sup>1</sup> and what to do and whom to tell if they think they or someone they know might be at risk of FGM - Link to PANTS do not need to use FGM by name</li> </ul>
6	<p>A successful global citizen in Year 6 will understand:</p> <p><b>Families and friendships/ Safe relationships/ Respecting ourselves and others</b></p> <ul style="list-style-type: none"> <li>• What it means to be attracted to someone and that people who love each other can be of any gender, ethnicity or faith and that everyone has a right to be loved</li> <li>• Ways that couples show their love and commitment including marriage and civil partnerships and that people have the right to choose whom they marry or if they get married</li> <li>• That it is illegal to force anyone to get married and how to report forced marriage</li> <li>• How to compare the features of healthy and unhealthy relationships and know what to do if someone is put under pressure to do something dangerous including online pressure e.g. challenges and dares and how to get advice or report concerns</li> <li>• What consent means and how to seek and give/not give permission</li> <li>• How to express and respect opinions and points of view and challenge those opinions that they disagree with</li> </ul> <p><b>Belonging to a community/ Media literacy and digital resilience/ Money and work</b></p> <ul style="list-style-type: none"> <li>• Differentiate between prejudice and discrimination and how to recognise and respond to acts of discrimination</li> <li>• How to recognise stereotypes in different contexts, the influence they can have on understanding of groups and how to challenge these stereotypes</li> <li>• The benefits of safe internet use including how and why images may be altered</li> <li>• How and why people use social media and the risks and challenges associated with this</li> <li>• What it is legal to share online and how to recognise and report inappropriate content or contact</li> <li>• The value of money and the role that it plays in people's lives</li> <li>• That money can impact people's emotions, health and wellbeing and risks associated with money (debt, fraud, gambling)</li> <li>• How money can be gained or lost through scams or gambling and what to do if they are concerned about these putting people at financial risk</li> </ul> <p><b>Physical health and Mental wellbeing/ Growing and changing/ Keeping safe</b></p> <ul style="list-style-type: none"> <li>• The importance of mental health including who can be affected, how issues can be resolved and the experiences that can impact and how they can be resolved</li> <li>• That situations can give people mixed feelings and that support is available for people going through these feelings</li> <li>• Where they can go to get support with their mental wellbeing and that it is important to ask for support from a trusted adult</li> <li>• That there are many changes that may occur in life and how these can change people's emotions including feelings of loss and grief and strategies to overcome these</li> <li>• Strategies to balance time online with other activities to maintain their health and wellbeing</li> <li>• How to recognise changes as they grow up and how this may feel including the transition to secondary school and how this may impact relationships</li> <li>• The link between love, committed relationships and conception and the link to sexual intercourse being between two consenting adults</li> <li>• How pregnancy occurs, how it can be prevented and the responsibilities around being a parent or carer</li> <li>• How to keep personal information safe and strategies for dealing with requests for information including images of themselves and others</li> <li>• What to do if they come across images that may hurt, upset or embarrass themselves or others</li> <li>• The age ratings for social media, films, TV and games and why they are important</li> <li>• The risks and effects of drugs that are legal and illegal and know why people chose to use those drugs</li> <li>• About organisations that are available to help people with drug use and how the media give mixed messages around drug use</li> </ul>