

# Vallis First School

## **PSHE (Personal, Social, Health Education) Policy including Relationships Education, Sex Education and Health Education**



Version	Reviewed By	Date Approved	Approved by	Revision Date
1.0	Tracey Messenger	October 2024	FGB	October 2025

**Shared with Staff:** September 2024

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Holly Lawton  
Chair of Governors



# PSHE & RSE Education

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. This became active from September 2020.

We currently use a programme which covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way.

Our policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education, 2018) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

## Aims

### The aims of our PSHE curriculum at Vallis is to:

Provide our children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Children at Vallis are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. In our school we choose to deliver Personal, Social, Health Education using SCARF. PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

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- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

### **The aims of Relationships and Sex Education (RSE) at Vallis First School is 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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support

### **Content of our PSHE/RSE curriculum**

SCARF stands for Safety, Caring, Achievement, Resilience & Friendship so the programme reflects our core values and teaches attitudes of understanding and acceptance of those of other cultures, faiths and capabilities both physical and mental.

SCARF aims to help children know and value who they are and how they relate to other people. It teaches children to become aware of their thoughts and feelings throughout the programme. The scheme of work is values-based and uses a 'Growth Mindset' approach promoting positive behaviour, mental health, wellbeing, resilience and achievement.

SCARF consists of six themed units of work containing weekly lessons. The themes are whole-school and are supported and developed further through assemblies.

Below are the themes that will be covered each half term.

<b>Autumn Term 1</b>	<b>Me and my relationships</b>	Understanding oneself and building positive relationships are fundamental skills for children's personal and social development. By exploring this concept, children learn to reflect on their emotions, respect and empathise with others, and develop effective communication and social skills. It enables them to develop a sense of self-worth, confidence, and the ability to establish healthy relationships, which are crucial for their overall well-being.
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Autumn Term 2	<b>Valuing Difference</b>	Promoting inclusivity and valuing difference is essential in today's diverse society. By focusing on this concept, children develop a deep respect for differences in race, religion, culture, and abilities. They learn to celebrate diversity, challenge stereotypes, and cultivate an inclusive and equitable environment. This concept also teaches children the importance of fairness, empathy, and cooperation, fostering their understanding of the wider world and laying the foundations for mutual respect and dialogue.
Spring 1	<b>Keeping Safe</b>	Safeguarding children is a priority in our school. The concept of "Keeping Safe" equips children with essential knowledge and skills to identify and address potential risks and dangers in various contexts, including online and offline environments. It covers themes such as personal safety, e-safety, road safety, fire safety, and healthy lifestyles. By empowering children to make informed choices and understand boundaries, we aim to ensure their emotional, physical, and mental well-being.
Spring 2	<b>Rights and Respect</b>	Learning about rights and respecting others' rights helps children develop an understanding of fairness, equality, and responsibilities within society. Through interactive activities, children learn about their own rights and the importance of respecting the rights of others. This fosters a sense of social justice, promotes democratic values, and encourages children to become active and engaged citizens.
Summer 1	<b>Being my Best</b>	The concept of "Being my Best" encompasses social and emotional well-being, positive self-identity, and resilience. By focusing on this concept, our curriculum promotes children's positive mental health, self-esteem, and personal growth. It involves activities that develop self-awareness, emotional regulation, problem-solving skills, goal-setting, and perseverance. Through nurturing children's well-being, we aim to facilitate their readiness to learn, enhance their overall academic performance, and enable them to become confident and resilient individuals.
Summer 2	<b>Growing and Changing</b>	Understanding physical and emotional changes is an important aspect of children's development. This concept provides age-appropriate information about physical growth and emotional changes that occur during childhood. It promotes a positive attitude towards these changes, prepares children to understand and manage them, and lays the groundwork for open and respectful discussions around relationships in later stages of their education.

## Statutory Requirements

Vallis First School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality, and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

At Vallis we must provide relationship education to all pupils as per section 34 of the **Children and Social work act 2017**. 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 Vallis First School we teach RSE as set out in this policy. Full DfE Guidance can be found [here](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Children's Act 1996
- Part 6, Chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

## Definitions

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RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, 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.

## **Relationship and Sex Education (Relationships, Sex and Health Education)**

### **Definition of Relationships, Sex and Health Education (RSHE)**

From September 2020, Relationships Education became compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born." (*Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67*).

### **Compulsory aspects of Relationships, Sex and Health Education.**

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019).

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

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- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2018) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2016) which includes a section for schools.

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy

### DfE Statutory Guidance Categories: Relationships Education

<b>Families and people who care for me (FPC)</b>	<ol style="list-style-type: none"> <li>1. that families are important for children growing up because they can give love, security and stability.</li> <li>2. the characteristics 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>3. that others' families, either in school or in 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>4. 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>5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>6. 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> </ol>
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<b>Caring friendships (CF)</b>	<ol style="list-style-type: none"> <li>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. 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>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>4. 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>5. 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> </ol>
<b>Respectful relationships (RR)</b>	<ol style="list-style-type: none"> <li>1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>3. the conventions of courtesy and manners.</li> <li>4. the importance of self-respect and how this links to their own happiness.</li> <li>5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>6. about 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>7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ol>
<b>Online relationships (OR)</b>	<ol style="list-style-type: none"> <li>1. that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>5. how information and data is shared and used online.</li> </ol>

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<b>Being safe (BS)</b>	<ol style="list-style-type: none"> <li>1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>2. 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>3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>5. how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>8. where to get advice e.g. family, school and/or other sources.</li> </ol>
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### DfE Statutory Guidance Categories: Physical Health and Mental Wellbeing

<b>Mental Wellbeing (MW)</b>	<ol style="list-style-type: none"> <li>1. that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ol>
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	10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms (ISH)	<p>1. that for most people the internet is an integral part of life and has many benefits.</p> <p>2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>4. why social media, some computer games and online gaming, for example, are age restricted.</p> <p>5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>7. where and how to report concerns and get support with issues online</p>
Physical health and fitness (PHF)	<p>1. the characteristics and mental and physical benefits of an active lifestyle.</p> <p>2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>3. the risks associated with an inactive lifestyle (including obesity).</p> <p>4. how and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy eating (HE)	<p>1. what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>2. the principles of planning and preparing a range of healthy meals.</p> <p>3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>
Drugs, alcohol and tobacco (DAT)	<p>1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
Health and prevention (HP)	<p>1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>

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	3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.
<b>Basic first aid (BFA)</b>	1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
<b>Changing adolescent body (CAB)</b>	1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.

## Roles and responsibilities

The overview and co-ordination of the taught curriculum is the responsibility of the PSHE and Science Co-ordinators in the school. Continuous professional development and training will always be provided to ensure a high level of expertise for teachers involved in delivering the RSHE programme in the school.

A designated Governor is the link to the full Governing Body with regard to RSHE provision in the school. It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;
- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

**At Vallis First School the RSE Team are:**

**PSHE Coordinator:** Sarah Johnson

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**Science Coordinator:** Alison Plumridge

**Linked Governor:** Martha Oster

## Curriculum Design

At Vallis First School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. Our Long-Term Plan is set out in Appendix 1. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum. We follow SCARF's six suggested half termly units. We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children.

The statutory guidance states puberty should be covered in Health Education and should be addressed before onset so, as far as possible, pupils are prepared in advance for changes they will experience. We have decided that to best meet the needs of our children, puberty and menstruation will be taught in Year 4 not in Year 3.

There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge. (See Appendix 2.)

## Delivery of RSE

Our RSE curriculum is embedded within our personal, social, health and economic (PSHE) curriculum and covers all the statutory requirements for our Key Stage 1 and Key Stage 2 (up to Y4). We also teach RSE through other subject areas, most notably Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise. Links with our Science curriculum are set out in detail below.

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

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

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

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with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. In addition, they will learn that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental, and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life.

## Science Curriculum

### In Key Stage 1 (Y1-2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food, and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### In Key Stage 2 (Y3-4) children learn:

- To 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
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions

We acknowledge that a few children may begin to experience puberty in year 4. We teach the children about the physical and emotional changes in puberty; external genitalia; personal hygiene routines and where to get advice and support during puberty. Teachers do their best to answer all questions with sensitivity and care.

## Moral Framework

The school believes that RSHE is a prime concern of parents and carers, supported by schools and community members. It should be based on a Christian teaching that encourages:

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- Respect for self
- Respect for others
- Responsibility for one's own actions
- Responsibility for our families, friends, school, and wider community

## Working with Parents & Carers

Vallis First School is committed to working in close partnership with parents and carers who are the key people in teaching their children about Relationships, Sex and Health Education. We aim to respond sensitively and promptly to any comments or questions from parents and carers as and when they arise.

Parents do not have the right to withdraw their children from relationships and health education or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National

## Curriculum

### Training

Our school accesses high quality CPD through the **PSHE Association**.

<https://www.pshe-association.org.uk/> and through **SCARF**.

The headteacher and PSHE Coordinator will also invite visitors from outside school, such as school nurses or Life Education Workshops (Coram Life Education) to provide support and training to staff teaching RSE.

## Confidentiality

Teachers conduct RSE lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency.

Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL). Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

## Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## Equal Opportunities

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The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. We have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

*“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)*

RSE will be given to ensure quality of access for all pupils, regardless of gender, race, or disability, so giving equal opportunities and avoiding discrimination.

## PSHE at Vallis

PSHE Education brings together, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Our whole school approach is designed with all year groups working on the same theme at the same time.

There are six themes across the year that progress in sequence. Lessons relate to specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children’s needs today); and on emotional literacy and social skills. The mindful approach to PSHE, is relevant to children living in today’s world. Teachers are responsible for the planning, delivery of lessons of PSHE teaching across the school which are monitored and evaluated by senior leaders.

## Inclusion

PSHE curriculum provision is planned for all children. Inclusivity is part of our philosophy. Teachers adapt each lesson to meet the needs of the children in their classes. To support this differentiation, many lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

## Safeguarding

Teachers need to be aware that sometimes disclosures may be made during lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school’s disclosure policy is followed.

## Monitoring and evaluation

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SLT and the PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

### External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to our PSHE curriculum.

Teachers are always present during these sessions and remain responsible for the delivery of the PSHE curriculum.

### The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced.

### Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.

Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Officer if they are concerned.

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Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

### **Involving parents and carers**

The school believes that it is important to have the support of parents, carers and the wider community. Parents and carers are/will be given the opportunity to find out about and discuss our PSHE curriculum through:

- \* Parent/carer RSE awareness session
- \* Involvement in policy development
- \* Involvement in curriculum development

### **Pupil Consultation:**

- It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?
- Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

### **Links to other policies and curriculum areas:**

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Equal Opportunities Policy
- Child Protection Policy

These policies are available on our school website where they can be accessed by the community. Training is delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

### **Confidentiality and Child Protection/Safeguarding Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead or Deputy who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member(s) of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### **Complaints Procedure**

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Any complaints or concerns about the PSHE/RSE programme should be made to the class teacher in the first instance. Parents can choose to follow the Vallis First School complaints procedure if they feel things are not resolved.

### **Monitoring and Evaluation**

The PSHE/RSE policy is monitored and evaluated through an annual review process which will wherever possible include network learning walks, lesson observation and discussion with staff.

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

This policy will be reviewed by our PSHE Coordinator and RSE Governors annually. At every review, the policy will be approved by (the governing board, and Headteacher, Georgina Muxworthy)

Parents and carers have the right to see materials used within the teaching of RHSE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area.

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## Appendix 1



### PSHE/RSE Coverage Overview YrR - Yr4



EYF S	Autumn		Spring		Summer	
	Me and My Relationships	Rights and Respect Similarities and difference	Being My Best Keeping by body	Growing and Changing Cycles	Valuing Differences	Keeping Safe
	What makes me special People close to me Getting help	Celebrating difference Showing kindness	healthy – food, exercise, sleep Growth Mindset	Life stages Girls and boys – similarities and difference	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe

Year A	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS1 (Y1 & 2) Program follows Year 2	<b>Me and My Relationships</b>  Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	<b>Rights and Respect Similarities and difference</b>  Cooperation Self-regulation Online safety Looking after money – saving and spending	<b>Being My Best Keeping by body</b>  Growth Mindset Looking after my body Hygiene and health Exercise and sleep	<b>Growing and Changing Cycles</b>  Life cycles Dealing with loss Being supportive Growing and changing Privacy	<b>Valuing Differences</b>  Being kind and helping others Celebrating difference People who help us Listening Skills	<b>Keeping Safe</b>  Safe and unsafe secrets Appropriate touch Medicine safety
LKS2 (Y3 & 4) Program follows Year 3	<b>Me and My Relationships</b>  Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	<b>Rights and Respect Similarities and difference</b>  Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	<b>Being My Best Keeping by body</b>  Keeping myself healthy and well Celebrating and developing my skills Developing empathy	<b>Growing and Changing Cycles</b>  Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets	<b>Valuing Differences</b>  Recognising and respecting diversity Being respectful and tolerant My community	<b>Keeping Safe</b>  Safe and unsafe secrets Appropriate touch Medicine safety Decision-making skills Drugs and their risks Staying safe online

Year B	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KS1 (Y1 & 2) Program follows Year 1	<b>Me and My Relationships</b>  Feelings Getting help Classroom rules Special people Being a good friend	<b>Rights and Respect Similarities and difference</b>  Taking care of things: Myself My money My environment	<b>Being My Best Keeping by body</b>  Growth Mindset Healthy eating Hygiene and health Cooperation	<b>Growing and Changing Cycles</b>  Getting help Becoming independent My body parts Taking care of self and others	<b>Valuing Differences</b>  Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	<b>Keeping Safe</b>  How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep
LKS2 (Y3 & 4) Program follows Year 4	<b>Me and My Relationships</b>  What makes me special People close to me Getting help	<b>Rights and Respect Similarities and difference</b>  Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	<b>Being My Best Keeping by body</b>  Having choices and making decisions about my health Taking care of my environment My skills and interests	<b>Growing and Changing Cycles</b>  Body changes during puberty Managing difficult feelings Relationships including marriage	<b>Valuing Differences</b>  Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	<b>Keeping Safe</b>  Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety

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## Appendix 2



Unit	Key Themes	Emerging	Expected	Exceeding	Teacher record of progress (Date)
Me and My Relationships	<b>Feelings</b>	I can name some different feelings. I can think of a way of dealing with 'not so good' feelings.	I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings.	I can give a wide range of examples of how to deal with some of the 'not so good' feelings and how to help others to do this.	
	<b>Getting help</b>	I know that I can ask for help.	I know when I need help and who to go to for help.	I know the signs of needing help and can identify a range of adults that I can turn to, when needed.	
	<b>Classroom rules</b>	I can tell you a classroom rule.	I can tell you some different classroom rules.	I can tell you a range of classroom rules and explain why we have them.	
Valuing Difference	<b>Recognising, valuing and celebrating difference</b>	I can say how people are different.	I can say ways in which people are similar as well as different.	I can give examples of differences that are something to be valued and celebrated.	
	<b>Developing tolerance</b>	I can say what is fair or unfair.	I can say why things sometimes seem unfair, even if they are not.	I can explain why sometimes things seem unfair to other people.	
Keeping Safe	<b>How our feelings can keep us safe</b>	I can say different feelings that I have and how my body behaves when I have them.	I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).	I can recognise signs of feelings in other people (friends or family) and can suggest ways that I might be able to help them.	
	<b>Keeping healthy</b>	I can tell you what my body needs to keep healthy.	I can give examples of how I keep myself healthy.	I can say how and why these different things are important to keeping healthy (e.g. food - gives energy so that we can move our body).	

Rights and Respect	<b>Medicine safety</b>	I can tell you how medicines can help a person.	I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)	I can explain why medicines need to be kept out of reach and sight of children.	
	<b>Looking after things</b>	I can explain something that I can do to look after myself. I can also say something that I can do to look after my environment.	I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money.	I can give a variety of examples of something that I've helped to look after at school or at home and how I've felt about this.	
Being my Best	<b>Growth Mindset</b>	I can name something I can do to help myself when I find something difficult.	I can name a few different ideas of what I can do if I find something difficult.	I can give examples of how these ideas have helped me when I have found something difficult.	
	<b>Keeping healthy</b>	I can name some healthy foods.	I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	I can explain about different food groups and why we need to choose and eat food from these different groups.	
Growing and Changing	<b>Getting help</b>	I can identify an adult who I can talk to, either at home or at school, if I need help.	I can identify an adult I can talk to at both home and school. If I need help.	I can identify a range of adults in my life that I can trust and ask for help.	
	<b>Becoming independent</b>	I can tell you some things that I can do now that I couldn't do when I was a baby.	I can tell you some things I can do now that I couldn't do when I was a toddler.	I can tell you a range of things that I can do now that I couldn't do last year and some things that I am still learning to do.	
	<b>Body parts</b>	I can name some body parts which are inside my body and some which are outside.	I can tell you what some of my body parts do.	I can tell you which body parts girls and boys have that are the same and which body parts are different.	

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Unit	Key Themes	Emerging	Expected	Exceeding	Teacher record of progress (Date)
Me and My Relationships	Bullying and teasing	I can tell you the difference between bullying and teasing and can give an example of each.	I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.	I can tell you some ways that I can help someone else who is being bullied, if this happens.	
	Our school rules about bullying	I can give examples of things that help our classroom to be happy and friendly, including a rule about bullying.	I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.	I can give examples of when I've had to think about a rule and stick to it - and how I've helped other people in my class to do this. I can explain that most people do not bully and that bullying is not very common. (Understands norms of bullying).	
	Being a good friend	I can tell you some things that make a good friend.	I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.	I can give examples of ways that I have tried to help others be good friends to each other.	
	Feelings/self-regulation	I am learning to express my feelings in a safe, controlled way.	Most of the time I can express my feelings in a safe, controlled way.	Almost always, I can express my feelings in a safe controlled way, and help others to do the same.	
Valuing Difference	Being kind and helping others	I can say how I can get help from someone if I am being left out.	I can say how I could help myself if I was being left out.	I can tell you how I recognise if someone else is being left out, and I can say some ways I could help them.	
	Listening Skills	I can give an example of good listening skills.	I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.	I can use listening skills to help solve disagreements by showing that I have heard another person's point of view and then putting forward other ideas, or a compromise.	
Keeping safe	Safe and unsafe secrets	I can say the difference between a surprise or secret that is safe and one that is unsafe.	I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.	If someone came to me with an unsafe secret they had been asked to keep, I can say some things that I could do to help them to keep safe.	

Unit	Key Themes	Emerging	Expected	Exceeding	Teacher record of progress (Date)
Rights and Respect	Appropriate touch	I can say examples of the touches I like and those I don't like.	I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.	I can say ways of getting an adult's attention if a 'not OK' touch was happening to me, or to someone I know, even if the adults that I go to for help are very busy.	
	Medicine safety	I can explain what medicines are for.	I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.	I can give some examples of other things that people can do to help themselves get better if they are ill, as well as, or instead of taking medicine (e.g. rest and sleep, drinking water, eating the right kind of food).	
	Cooperation and self-regulation	I can give examples of things that help me to be settled and calm in the classroom.	I can give examples of when I've used some of these ideas to help me when I am not settled.	I can help other people to understand what they can do to help them settle in the classroom and I can always or almost always do these things myself.	
Being my Best	Looking after my body	I can say some things that I can do to help keep me healthy.	I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy.	I can give examples of the things I do to keep healthy, including looking after my teeth, eating healthy food, exercise and rest and how I try to make sure I do these things regularly.	
	Growth Mindset	I can set a simple goal to help me with my learning.	I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	I can give an example of something that I've set goals for, how it's helped me in the past, and how it could help me more in the future.	
Growing and Changing	Life cycles	I can tell you some things that help us grow (e.g. food, rest and sleep, care).	I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.	I can tell you what I am looking forward to when I am older (at 10 years and again at 21 years old).	
	Dealing with loss	I can give examples of how it feels when you lose something.	I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).	I can suggest ways of keeping in touch with someone if they move away.	
	Being supportive	I can give examples of how to give support to someone.	I can give examples of how to give feedback to someone.	I can explain the difference between positive feedback and constructive support.	

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Unit	Assessment	Emerging	Expected	Exceeding	Teacher record of progress (Date)
Me and My Relationships	Cooperation	I can sometimes listen to others in my class and accept that we might disagree about something without falling out about it.	I can usually accept the views of others and understand that we don't always agree with each other.	I can find ways of helping others to resolve arguments or disputes.	
	Friendships	I can tell you some things that I do to try to be a good friend. I can also name one way of making up with a friend if we've fallen out.	I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.	I can give examples of ways that I have tried to help others who've fallen out with each other to get back to being friends.	
Valuing Difference	Recognising and respecting diversity	I can give examples of different types of families.	I can give examples of different community groups and what is good about having different groups.	I can explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc). I can say some ways that prejudice can be safely challenged.	
	Being respectful and tolerant	I understand what tolerance and respect mean and how they can help everyone.	I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	I can give examples of when I have helped people to be more respectful and tolerant, by setting a good example.	
Keeping Safe	Managing risk	I can give examples of risky situations.	I can say what I could do to make a situation less risky or not risky at all.	I can say why some people might take risks and why others choose to avoid risky situations.	
	Drugs and their risks	I can say some of the risks of cigarettes and alcohol.	I can say why medicines can be helpful or harmful.	I can explain why things other than drugs can be helpful and harmful to a person's health, and what can influence a person to take risks.	
	Staying safe online	I can tell you something about keeping my personal details safe online. I can say why this is important.  I can give an example of a fact and of an opinion.	I can say some ways of checking whether something is a fact or just an opinion.  I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.	I can give examples of how sometimes people try to find out personal information through online communication and the problems this can lead to.  I can explain some of the ways that people online might try to trick people by presenting 'false facts' and say what I can do to keep myself safe from being tricked.	

Unit	Assessment	Emerging	Expected	Exceeding	Teacher record of progress (Date)
Rights and Respect	Skills we need to develop as we grow up		Know how a 'bystander' can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.  Know how reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.		
	Helping and being helped	I can explain that as I get older I start to take more ownership for keeping myself safe and can give an example of this.	I can say how I can help the people who help me, and how I can do this. I can give an example of this.	I can give a few examples of how I've helped people who help me and how I can help myself.	
Being my best	Keeping myself healthy	I can explain what taking ownership means and give an example of things that I can take ownership of to help keep me healthy.	I can give a few examples of things that I can do to take ownership of my healthy and give an example of something that I've done which shows this.	I can give several examples of things that I do to take ownership of my health and can explain the benefits of this to me and to other people who choose to do them.	
	Celebrating and developing my skills	I can explain that talents and skills can be developed and I can give an example of how I can develop a skill I have.	I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.	I can tell you about aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these.	
Growing and Changing	Relationships	I can tell you something that makes a positive relationship.	I can name a few things that make a positive relationship and some things that make a negative relationship.	I can explain things I have done to help keep/make a healthy relationship (e.g. with a friend or another special person).	
	Menstruation	I can tell you what is needed to make a new human being (egg and sperm) and who produces these.	I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.	I can tell you some of the correct words for the parts of the woman's body that are involved in menstruation.	
	Keeping safe	I can tell you what 'body space' is and when it might be OK to go into someone's body space and when they can go into mine.	I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.	I can identify unsafe secrets that make me feel uncomfortable and who I can talk to about it.	





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Unit	Assessment element	Emerging	Expected	Exceeding	Teacher record of progress (Date)
Me and My Relationships	Recognising feelings	I can name something that shows me a person is feeling worried just by their body language.	I can give a lot of examples of how I can tell a person is feeling worried just by their body language.	I can give examples of body language from a range of different emotions.	
	Bullying	I can explain the difference between teasing and bullying.	I can say what I could do if someone was upsetting me or if I was being bullied.	I can give examples of how I can help someone else who is upset or being bullied.	
	Assertive skills	I can give an example of how to say 'no' to someone, without being aggressive (mean or unkind).	I can explain what being 'assertive' means and give a few examples of ways of being assertive.	I can give different examples of when (and why) I might need to be assertive.	
Valuing Difference	Recognising and celebrating difference (including religions and cultural difference)	I can say some ways that people are different besides how they look.	I can say a lot of ways that people are different, including religious or cultural differences.	I can say how differences sometimes cause conflict but can also be something to celebrate.	
	Understanding and challenging stereotypes	I can recognise that people are labelled (stereotyped) and that these labels are often wrong.	I can explain why it's important to challenge stereotypes that might be applied to me or others.	I can explain how stereotyping can limit some people's thinking about what they can do or become (aspirations) and why it's important for me and others to challenge this.	
Keeping Safe	Managing risk	I can give examples of risky situations and what can make them less risky.	I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.	I can work through examples of risky situations and explain the steps that a person might want to think about to reduce or remove the risk.	
	Understanding the norms of drug use (cigarette and alcohol use)	I can say one risk of smoking and drinking alcohol and I know that most young people choose not to smoke and that not all adults drink alcohol.	I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.	I can explain why smoking and drinking alcohol is particularly harmful for a young person's body. (Body not fully developed; drugs are less diluted in a smaller body, so will have greater effect).	

Unit	Assessment element	Emerging	Expected	Exceeding	Teacher record of progress (Date)
Rights and Respect	Influences	I understand the term 'influence' and am aware that things around me (friends, people in the media etc.) could influence my behaviour and decisions.	I can give examples of positive and negative influences, including things that could influence me when I am making decisions.	I can give examples of consequences of decisions and explain how these can be either positive or negative.	
	Making a difference (different ways of helping others or the environment)	I understand that I can make a difference in relation to different things such as the environment, looking after people (including friends) and I can give an example of one of these.	I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.	I can tell you what an <i>active bystander</i> is and give an example of when I might be able to be an active bystander, or when I have done this.	
	Media influence	I can explain that things I see on TV, in newspapers or their websites might not give all the facts or might be biased (give one set of views, not them all).	I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.	I can give an example of this and talk about the different sides of a news story.	
	Decisions about spending money	I can explain how money is a limited resource and we have choices and decisions to make about how to spend it.	I can give examples of these decisions and how they might relate to me.	I can give examples of how these decisions might affect communities including schools or the wider community, such as where I live.	
Being my Best	Having choices and making decisions about my health	I can tell you about a choice I can make that helps to keep me healthy.	I can give a few examples of different things that I do already that help to me keep healthy.	I can explain the benefits of looking after myself both now and in the future.	
	Taking care of my environment	I can give an example of something I can do to help look after my environment.	I can give different examples of some of the things that I do already to help look after my environment.	I can explain the benefits of looking after my environment both now and in the future, and for future generations.	
Growing and Changing	Body changes during puberty	I can label some parts of the body that both boys and girls have.	I can label some parts of the body that only boys have and only girls have.	I can talk about how some parts of the body change during puberty.	
	Managing difficult feelings	I can name some of the difficult feelings someone might have as they go through puberty.	I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).	I can suggest some good ways to compromise to reduce conflict.	
	Relationships including marriage	I can tell you who can get married and how old they have to be.	I can tell you why people get married.	I can explain why some people choose to have a civil ceremony or live together instead.	

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