



ST. GERARD'S
CATHOLIC
PRIMARY AND
NURSERY SCHOOL

Relationships, Sex and Health Education (RSHE) Policy 2026-27



St Gerard's Catholic Primary and Nursery School

"Guided by God, we learn to love, hope, dream and achieve."

SAFEGUARDING STATEMENT

“St Gerard’s Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.



We must never lose sight that we are a Catholic School, rooted in the Gospel Values, placing Christ at the centre of all that it does: integrating Gospel Values and the teachings of the Catholic Church into every aspect of teaching, learning and the totality of school life.

“Blessed are the poor in spirit, for theirs is the Kingdom of heaven”

Faithfulness and Integrity

“Blessed are those who mourn, for they shall be comforted”

Dignity and Compassion

“Blessed are the meek, for they shall inherit the
earth”

Humility and Gentleness

“Blessed are those who hunger and thirst for righteousness, for they shall
be satisfied”

Truth and Justice

“Blessed are the merciful, for they shall obtain
mercy”

Forgiveness and Mercy

“Blessed are the pure in heart, for they will see
God”

Purity & Holiness

“Blessed are the peacemakers, for they shall be called children of
God”

Tolerance and Peace

“Blessed are those who are persecuted for righteousness sake, for theirs
is the kingdom of heaven”

Service and Sacrifice

Gospel of St. Matthew, 5:3-10

***‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’
(John 10:10)***

Defining Relationship and Sex Education in Primary Schools

The DfE guidance states that “children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships”. High quality RSE does this by promoting children’s moral, social, mental and physical development. It cultivates positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others, and being enabled to make moral decisions in conscience.

In primary schools, the focus is on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who show respect for others, and know how to keep themselves and others safe. To teach this, topics will include families, people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Statutory Requirements

At St. Gerard’s Catholic Primary and Nursery School, we are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

Rationale

We are involved in Relationship, Sex and Health Education (RSHE) precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE, RSHE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated. All Relationship, Sex and Health Education will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the

family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

Values and Virtues

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

Aim of RSE and the Mission Statement

Our school Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;

- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- how to keep themselves safe by assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Outcomes

Inclusion and Adaptive Teaching and Learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture, and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Broad Content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways:

1. Our whole school ethos
2. A specific curriculum for Relationships & Sex Education
3. Cross-curricular opportunities

Programme, Resources & Assessment

* Appendices to this policy provide further information about the programme and resources that we will use to deliver our RSE curriculum *

Our programme will be delivered through a variety of resources. All year groups will learn through the Archdiocesan recommended programme "A Journey in Love". All lessons are focused around five distinctive aspects of personal growth which include physical, social, emotional, intellectual and spiritual. The key themes within this scheme are:

EYFS: The wonder of being special and unique

Year 1: Meeting God's love in our family

Year 2: Meeting God's love in the community

Year 3: How we live in love and hope

Year 4: God loves us in our differences

Year 5: God loves us in our changing and developing (puberty)

Year 6: The wonder of God's love in creating new life (including sex education)

This curriculum will be further enhanced through our use of SCARF, the programme that we use to deliver our PSHE curriculum. The SCARF programme intertwines PSHE objectives with the statutory RSE objectives as set out by the DfE. Within this scheme, the six key areas covered within all year groups are:

Me and My Relationships

Valuing Difference

Keeping Safe

Rights and Respect

Being my Best

Growing and Changing

The key objectives for RSE are covered across all areas within different year groups. Whilst each objective may not be covered specifically in each year group, the overall curriculum has been mapped out to ensure that all RSE objectives are delivered before children finish their primary school journey in Year 6.

To further support our RSE curriculum, we also use the No Outsiders programme. This teaches children about diversity and equality, and the UK Equality Act 2010. Some of the key focuses include different types of families and protected characteristics such as race, religion, gender, disability and age.

Teaching Strategies

When delivering RSE, teachers will use their knowledge and experience to teach objectives in a variety of ways. Teaching strategies will include:

- Establishing ground rules
- Discussions
- Distancing Techniques
- Project Learning
- Reflection
- Experiential
- Active
- Brainstorming
- Film & Video
- Group Work
- Role-play

As in other subject areas, teachers will use assessment strategies to track how well pupils understand core concepts such as health, respect and safety. Rather than using formal assessments such as testing, teachers will assess using formative strategies such as discussions, quizzes, short activity sheets or anonymous question boxes. Children may also complete some self or peer assessment tasks.

Parents and Carers

We recognise that parents and carers are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents and carers will be informed by letter when the more sensitive aspects of RSE will be covered so that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. However, parents continue to have *the right to withdraw* their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher. The school will provide support by providing material for parents to help the children with their learning.

Please refer to the DfE's RSE and Health Education guidance, July 2025 p.6 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

Balanced Curriculum

By promoting Catholic values and virtues, and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for teaching the programme

RSE interweaves components from a range of curriculum areas such as Science, RE, PE and PSHE. Therefore, all staff in charge of leading those subjects will have some responsibility for ensuring that it is delivered to a high quality throughout the school, covering the statutory objectives set out by the DfE. The key members of staff are as followed:

RSE, RE & PE Lead: Miss Sanders

PE (Sports Coach): Mr Firkins

Science Lead: Mrs Hanna

PSHE Lead: Mrs Tickle

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. For example, we often have sessions delivered by the Mental Health Team, Halton Healthy Schools and SCARF. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

Other Roles and Responsibilities in RSE

Governors

- Ensure that the policy has been consulted with parents and teachers before ratification
- Ensure that the policy is available to parents
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs
- Ensure that the policy meets statutory requirements

- Ensure that parents know of their right to withdraw their children
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE

Headteacher

- Overall delegated responsibility for the implementation of this policy
- Liaise with the Governing Body, parents, the Archdiocese of Liverpool, Halton Borough Council and any other appropriate agencies

RSE Coordinator

- General responsibility for supporting other members of staff in the implementation of this policy
- Provide a lead in the dissemination of the information relating to RSE and the provision of in-service training

All Staff

RSE is a whole school issue and all teachers have a responsibility of care. In addition to fostering academic progress, they should actively contribute to the guardianship and guidance of the physical, moral and spiritual wellbeing of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

Relationship to Other Policies and Curriculum Subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the schools other policy documents (eg: Bullying Policy and Safeguarding Policy). Pupils with specific challenges, whether of a physical or intellectual nature, will receive appropriately adapted teaching and support to enable them to develop mature knowledge, understanding and skills within their capacity. Teaching methods will be adapted to meet the varying needs of this group of pupils. Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE audit.

Children's Questions

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people. Children's questions and thoughts are an integral part of all RSE lessons as this allows all children to feel seen and heard in whichever capacity they feel is suitable.

Controversial or Sensitive Issues

There will always be sensitive or controversial issues in the field of RSE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The

governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time (e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature).

For more details see 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, July 2025, p.40'.

Supporting Children and Young People Who Are At Risk

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

Confidentiality and Advice

All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

Monitoring and Evaluation

The RSE Co-ordinator will disseminate schemes of work and resources to ensure that all teachers are enabled to teach the RSE curriculum. She will monitor the provision of the various dimensions of the programme by conducting learning walks, completing staff, pupil and parent voice, and looking at samples of pupils' work. The programme will be evaluated annually through questionnaires and discussions with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Resources

The PSHE Association www.pshe-association.org.uk

Scarf PSHE <https://www.coramscarf.org.uk/scarf>

Journey In Love 2020

The Underwear PANTS Rule www.nspcc.org.uk

[Kidsafe](http://www.kidsafe.org.uk)

CEOP – National Crime Agency Command www.thinkuknow.co.uk

Appendix 1

Primary Relationships Education Statutory Learning Opportunities

Colour key of which area of learning is delivered:

No Outsiders / Guided Read POS

Further No Outsiders/PSHE through books

Journey In Love

SCARF

Computing Curriculum

Other curriculum areas

External agencies

Additional activities

Families and People Who Care For Me

That families are important for children growing up safe and happy because they can provide love, security and stability.	EYFS – Mommy Mama and Me – Leslea Newman & Carol Thompson – To know that the people in my family are special and I can tell you who loves me. Nursery – Wonder at God’s love and creation EYFS- Social & Emotional: The wonder of being special and unique- To explore the wonder of being special and unique. Children begin to know and understand that they are part of the wonder of God’s love and creation. To recognise being a special person in my family. Year 1- We meet God’s love in our family - To focus on families and specially growing up in a loving, secure and stable home. Year 6- Social & Emotional: To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Nursery- Friends and Family, Girls, boys and families, Looking after others, People who are special to me, People who help me and keep me safe Reception- All about me, I am a friend, Keeping safe online, Looking after my special people, Me and my special people, Safe indoors and outdoors, Same and different, Same and different families, What makes me special, Where do babies come from?, Who can help me? Year 1- Who are our special people? Year 2- My special people Year 3- Family and friends Year 4- My feelings are all over the place! Year 6- Advertising friendships!, What’s the risk? (2)
The characteristics of safe and happy family life, such as 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.	Year 1 – My Grandpa is amazing – Nick Butterworth – When we all grow up I can tell good things about being older and other family members. Year 6 – Love you Forever – Robert Munsch – To consider how my life will change as I grow up and how relationships of family change. Year 2- Picnic In the park - Joe Griffiths and Tony Pilgrim –understand families can be different Year 1 -We meet God’s love in our family - To focus on families and specially growing up in a loving, secure and stable home. Year 6 – Social & Emotional: To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Nursery- Friends and family, People who are special to me

	Reception- I am a friend, I am caring, Keeping safe online, Life Stages- Human- who will I be?, Looking after my special people, People who help to keep me safe, Same and different, Same and different families, Where do babies come from?, Who can help me? Year 1- Taking care of a baby, Who are our special people? Year 2- My special people Year 4- Friend or acquaintance?, My feelings are all over the place! Year 5- Help! I'm a teenager- get me out of here! Year 6- Helpful or unhelpful? Managing change
That the families of other children, 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.	Year 6 – My Princess Boy – Cheryl Kilodavis & Suzanne DeSimone – I know what diversity is and I know that living in the UK means accepting and celebrating diversity. EYFS & Year 1- No Difference Between Us - by Jayneen Sanders - Teaching children about gender equality, respectful relationships, feelings, choice, self-esteem, empathy, tolerance, and acceptance EYFS - The wonder of being special and unique - To explore the wonder of being special and unique. Children begin to know and understand that they are part of the wonder of God's love and creation. Year 2 – Social & Emotional: To describe how we are growing and developing in diverse communities that are God-given. To recognise the joy & friendship of belonging to a diverse community. Year 4 - Social & Emotional: To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change. Year 5- Spiritual, Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To celebrate the joy of growing physically and spiritually. Nursery: Friends and family, People who are special to me Reception: All about me, Getting bigger, I am a friend, I am caring, Looking after my special people, Same and different, Same and different families, Same and different homes, What makes me special, Where do babies come from? Year 1- Our special people balloons, Same or different?, Who are our special people? Year 2- My special people Year 3- Family and friends, Let's celebrate our differences, Our friends and neighbours Year 4- The people we share our world with, Together, What would I do? Year 5- The land of the Red People Year 6- Making babies
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	EYFS – The Family Book - Todd Parr - I know who is in my family. I know all families are different. EYFS – Spiritual: To celebrate the joy of being a special person in God's family. Year 3 - To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe. Year 5 – Spiritual, Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To celebrate the joy of growing physically and spiritually. Year 6 – Social & Emotional: To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Nursery- People who help me and keep me safe Reception- I am a friend, Life Stages- Human- Who will I be?, Looking after my special people, People who help to keep me safe, Same and different, Same and different families, Same and different homes Year 1- Our special people balloons, Same or different?, Who are our special people? Year 2- My special people Year 3- Family and friends Year 4- My feelings are all over the place!, Together Year 6- Advertising friendships!, Making Babies

That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Year 4 – The King & King – Linda de Hann & Stern Nijland – To understand why people get married, I know what marriage is and who can get married by law in the UK and why people get married. Year 6 – Social & Emotional: To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Nursery- Girls, boys and families Reception- I am a friend, I am caring, Life Stages- Human- Who will I be?, Same and different, Where do babies come from? Year 4- Together
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	EYFS & Year 1 & 2 - Some Secrets Should Never Be Kept by Jayneen Sanders - Keeping body safe Year 2 – Physical: To describe ways of being safe in communities. Year 3 –To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe. Year 5 – Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s presence in our daily lives. To show knowledge and understanding of the physical changes in puberty. Reception- My feelings, My feelings (2), People who help to keep me safe Year 1- Good or bad touches?, Surprises and secrets, Who can help? (1) Year 3- Family and friends Year 5- Growing up and changing bodies Year 6- Helpful or unhelpful? Managing change EYFS – Year 6 – Kidsafe

Caring Friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends.	EYFS – Blue Chameleon – Emily Garavett – I know I can make friends with someone different. Year 3 – Oliver – Birgitta Sif – I know we are all different and how that can make people feel excluded. Year 2 - Who We Are! : by Robie H. Harris All About Being the Same and Being Different (Let’s Talk about You and Me) EYFS: The wonder of being special and unique - To explore the wonder of being special and unique. Children begin to know and understand that they are part of the wonder of God’s love and creation Year 1 -We meet God’s love in our family - To focus on families and specially growing up in a loving, secure and stable home. Year 2 – Physical: To describe ways of being safe in communities. Year 3 – Social & Emotional: To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe. Year 5 – Spiritual, Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s presence in our daily lives. To celebrate the joy of growing physically and spiritually. Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Nursery-Friends and family, Including everyone Reception- All about me, I am a friend, Looking after my friends, Me and my special people, My feelings (2), Same and different, Who can help me? Year 1- Good friends Year 2- Being a good friend Year 3- Friends are special, Looking after our special people, Relationship tree Year 4- Can you sort it?, Friend or acquaintance?, Together Year 5- How good a friend are you?, Qualities of friendship, Would you risk it?
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Year 6- Advertising friendships!	
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	EYFS -Red Rockets & Rainbow Jelly – Sue Heap & Nick Sharratt – I know my friends can like different things to me yet we can still be friends. Year 1 – Ten Little Pirates – Mike Brownlow & Simon Rickerty – I know that boys and girls can all play exciting games together. Year 3 – Oliver – Birgitta Sif – I know we are all different and how that can make people feel excluded. Year 3- Beegu – Alexis Deacon – I know the behaviour that makes someone feel unwelcome. EYFS & Year 1-No Difference Between Us - by Jayneen Sanders - Teaching children about gender equality, respectful relationships, feelings, choice, self-esteem, empathy, tolerance, and acceptance Year 5 -Lost and Found Cat: The True Story of Kunkush's Incredible Journey by Doug Kuntz –what it means to be a refugee, the unexpected consequences of being displaced, and the importance of kindness. Year 1 -We meet God's love in our family - To focus on families and specially growing up in a loving, secure and stable home. Year 2 – Physical, Social & Emotional: To celebrate ways that God loves and cares for us – ways we can grow in love and security in our family. To describe ways of being safe in communities. Year 3 – Social & Emotional: To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe. Year 4 - Physical: To make links and connections to show that we are all different. To describe how we should treat others making links with the diverse modern society we live in Year 5 – Spiritual, Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To celebrate the joy of growing physically and spiritually. Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Nursery- Including everyone Reception- Bouncing back when things go wrong, I am a friend, I am caring, Looking after my friends, My feelings (2), Same and different, Who can help me? Year 1- Good friends, It's not fair!, Unkindness, teasing or bullying?, Who can help? (2) Year 2- A helping hand, An act of kindness, Being a good friend, When someone is feeling left out Year 3- How can we solve this problem? Year 4- An email from Harold!, Can you sort it?, Keeping ourselves safe, Ok or not ok? (Part 1), The people we share our world with Year 5- Being assertive, Give and take, How good a friend are you?, Qualities of friendship, Relationship cake recipe, The land of the Red People, Would you risk it? Year 6- Advertising friendships!, Solve the friendship problem, What's the risk? (1)
That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	Nursery- People who are special to me Reception- I am a friend, I am caring, Looking after my friends, My feelings (2), Same and different, Who can help me?, Yes, I can! Year 1- Good friends, It's not fair!, Pass on the praise! Year 2- Types of bullying Year 3- Friends are special, Looking after our special people Year 4- An email from Harold!, Can you sort it?, Friend or acquaintance? Year 5- Being assertive, Give and take, How good a friend are you?, Qualities of friendship, Relationship cake recipe Year 6- Advertising friendships!, Five Ways to Wellbeing project, Ok to be different, Solve the friendship problem, What's the risk? (1)

The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	Nursery- Including everyone Reception- I am a friend, I am caring, My feelings (2), Same and different Year 1- Good friends, Harold has a bad day, How are you listening?, It's not fair!, Pass on the praise!, Unkindness, teasing or bullying?, Who can help? (2) Year 2- Being a good friend, Don't do that!, Getting on with others, Types of bullying Year 3- Friends are special, Looking after our special people, Relationship tree, Zeb Year 4- An email from Harold!, Can you sort it?, Friend or acquaintance?, Making choices, Ok or not ok? (Part 1), Ok or not ok? (Part 2), The people we share our world with, Together, Under pressure, What would I do? Year 5- Being assertive, Give and take, How good a friend are you?, Qualities of friendship, Relationship cake recipe, Would you risk it? Year 6- Advertising friendships!, Boys will be boys?- challenging gender stereotypes, Is this normal?, Ok to be different, Solve the friendship problem, Tolerance and respect for others, What's the risk? (1)
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	Year 3 – This is our House – Michael Rosen – I know how to make sure there are no outsiders in our school Year 3 – Two Monsters – David McKee – I understand where problems come from and I can find a solution Year 3 -Pearl Fairweather Pirate Captain: by Jayneen Sanders - Teaching children about gender equality, respect, respectful relationships, empowerment, diversity, leadership behaviours, and the prevention of violence Year 5 - Child Soldier: When Boys and Girls Are Used in War (CitizenKid) by Michel Chikwanine - Global awareness and social justice issues, conflict, children's rights and bullying. Year 3 – Physical, Social & Emotional: To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe. To describe and give reasons why friendships can break down, how they can be repaired and strengthened. Year 5 – Social & Emotional: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Nursery- Looking after others Reception- I am a friend, Keeping safe online, My feelings (2), Same and different Year 1- Harold has a bad day, How are you listening?, It's not fair!, Surprises and secrets, Unkindness, teasing or bullying?, Who can help? (1), Who can help? (2) Year 2- Solve the problem Year 3- Friends are special, How can we solve this problem? Year 4- Can you sort it?, Ok or not ok? (Part 1), Ok or not ok? (Part 2), Together, What would I do? Year 5- How good a friend are you?, Qualities of friendship, Relationship cake recipe, Would you risk it? Year 6- Advertising friendships!, Solve the friendship problem
How to manage conflict, and that resorting to violence is never right.	Reception- Life Stages- Human- Who will I be? Year 1- How are you listening?, Pass on the praise! Year 2- Getting on with others, Solve the problem Year 3- Friends are special, Relationship tree Year 4- Can you sort it?, How dare you!, Islands, Keeping ourselves safe, My feelings are all over the place!, Ok or not ok? (Part 1), Ok or not ok? (Part 2), Together, What would I do? Year 5- Being assertive, Qualities of friendship, Relationship cake recipe, Would you risk it? Year 6- Advertising friendships!, Assertiveness skills, Solve the friendship problem, What's the risk? (1)

How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	Year 3 – Two Monsters – David McKee – I understand where problems come from and I can find a solution. Year 6 – The Whisperer – Nick Butterworth – I understand why people are labelled by rumours and assumptions and I can challenge rumours. EYFS - My Mouth Is a Volcano! by Julia Cook - value of respecting others by listening and waiting for their turn to speak. Year 1 – Physical: To recognise how I am cared for and kept safe in my family. Year 3 – Social & Emotional: To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe. Reception- My feelings (2) Year 1- Harold has a bad day, How are you listening, It's not fair!, Surprises and secrets, Unkindness, teasing or bullying, Who can help? (1), Who can help? (2) Year 2- Solve the problem Year 3- Friends are special, How can we solve this problem? Year 4- Can you sort it?, Ok or not ok? (Part 1), Ok or not ok? (Part 2), Together, What would I do? Year 5- How good a friend are you?, Qualities of friendship, Relationship cake recipe, Would you risk it? Year 6- Advertising friendships!, Solve the friendship problem Year 1- Year 6 – Kidsafe
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Respectful, Kind Relationships

How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	Nursery- Including everyone, Looking after others Reception- All about me, I am a friend, I am caring, I'm special you're special, Looking after my friends, Me and my special people, Same and different Year 1- How are you listening?, Pass on the praise!, Same or different? Year 2- What makes us who we are? Year 3- For or against?, How can we solve this problem?, Let's celebrate our differences, Our friends and neighbours, Respect and challenge, Thanks, Zeb Year 4- Can you sort it?, Friend or acquaintance?, Keeping ourselves safe, Making choices, Ok or not ok? (Part 1), Ok or not ok? (Part 2), The people we share our world with, Together, Under pressure, What makes me ME!, What would I do? Year 5- Being assertive, Happy being me, Help! I'm a teenager- get me out of here!, Is it true?, Kind conversations, Qualities of friendship, Rights respect and duties, Stop start stereotypes, The land of the Red People Year 6- Behave yourself, Boys will be boys?- challenging gender stereotypes, I look great!, Is this normal?, Media manipulation, Ok to be different, Respecting differences, Tolerance and respect for others, We have more in common than not, What's the risk? (1)
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	Reception- Listening to my feelings Year 1- Harold has a bad day, It's not fair!, Same or different, Why we have classroom rules Year 2- An act of kindness, How do we make others feel?, Our ideal classroom (1), What makes us who we are? Year 3- For or against?, Let's celebrate our differences, Our friends and neighbours, Thanks, Zeb Year 4- Can you sort it?, Human machines, My feelings are all over the place!, Ok or not ok? (Part 1), The people we share our world with, What makes me ME!, What would I do? Year 5- Happy being me, Help! I'm a teenager- get me out of here!, Is it true?, Kind conversations, Qualities of friendship, The land of the Red People, Would you risk it? Year 6- Assertiveness skills, Behave yourself, Boys will be boys?- challenging gender stereotypes, I look great!, Respecting differences, Tolerance and respect for others

How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	Reception- Bouncing back when things go wrong, I am a friend, I am caring, Me and my body- girls and boys, My feelings (2) Year 1- Harold has a bad day, Harold's school rules, It's not fair!, Pass on the praise!, Why we have classroom rules Year 2- An act of kindness, Getting on with others, Our ideal classroom (1) Year 3- For or against?, Friends are special, Respect and challenge, Thanks, Zeb Year 4- Can you sort it?, How do we make a difference?, In the news!, Ok or not ok? (Part 1), What would I do? Year 5- Happy being me, Help! I'm a teenager- get me out of here!, Qualities of friendship, Relationship cake recipe, Would you risk it? Year 6- Respecting differences
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	Reception- I am caring, Looking after my friends, Same and different Year 1- Who can help? (2) Year 4- How dare you!, Keeping ourselves safe, Ok or not ok? (Part 2), The people we share our world with, What makes me ME! Year 5- Happy being me, Help! I'm a teenager- get me out of here!, Kind conversations, Qualities of friendship, Relationship cake recipe, The land of the Red People, Would you risk it? Year 6- Acting appropriately, Assertiveness skills, Behave yourself, I look great!, Media manipulation, We have more in common than not, What's the risk? (1)
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have difference preferences or beliefs.	Year 1- Max the Champion – Sean Stockdale, AS & Ros Asquith – To understand that our bodies work in different ways. My World, Your World – Melanie Walsh – I know I live in a world that is full of different people. Year 2 – Just Because – Rebecca Elliot – I know some bodies work in different ways and I can see things people are good at. To feel proud of being different Year 3 - The Hueys in the New Jumper – Oliver Jeffers – Use of strategies to help someone who feels different Year 4 – The Way Back Home – Oliver Jeffers – I know language can be a barrier and I can find ways to overcome this. Year 5 – And Tango Makes Three – Justin Richardson & Peter Parnell – To accept people who are different from me and know there are people that live in my community that are different from me. Year 6 – My Princess Boy – Cheryl Kilodavis & Suzanne DeSimone – I know what diversity is and I know that living in the UK means accepting and celebrating Diversity. Dreams of Freedom – Amnesty International - To recognise I have rights and I can decide how to live my life when I grow up and I know I can be what and who I want to be. Year 1 -That's Not What I saw – Ariane Hofm-Maniyr- accept people in different ways. Year 2 - The Judgemental Flower (Building Relationships) by Julia Cook - valuing the differences of others and showing respect. EYFS- The wonder of being special and unique - To explore the wonder of being special and unique. Children begin to know and understand that they are part of the wonder of God's love and creation. Year 1 -We meet God's love in our family - To focus on families and specially growing up in a loving, secure and stable home. Year 2 - Social & Emotional: To describe how we are growing and developing in diverse communities that are God-given. To recognise the joy & friendship of belonging to a diverse community. To celebrate ways that God loves and cares for us – ways we can grow in love and security in our family. Year 3 – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe. Year 4 – Physical, Social & Emotional: To make links and connections to show that we are all different. To describe how we should treat others making links with the diverse modern society we live in. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change. Year 5 – Spiritual, Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To celebrate the joy of growing physically and spiritually.

	Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Nursery- Including everyone Reception- All about me, Life stages- human- who will I be?, Looking after my special people, Me and my special people, My feelings (2), Same and different, Same and different families, Same and different homes, What makes me special, Where do babies come from?, Who can help me? Year 1- Harold has a bad day, Harold's school rules, Pass on the praise!, Taking care of something, Unkindness teasing or bullying?, Who can help? (2) Year 2- Don't do that!, Getting on with others, Types of bullying Year 3- Our friends and neighbours, Zeb Year 4- Can you sort it?, How do we make a difference?, Ok or not ok? (Part 1), Ok or not ok? (Part 2), Safety in numbers, The people we share our world with, What would I do? Year 5- Decision dilemmas, Happy being me, Kind conversations, Qualities of friendship, Relationship cake recipe, Spot bullying, Taking notice of our feelings, The land of the Red People Year 6- Acting appropriately, Assertiveness skills, Behave yourself, Boys will be boys?- challenging gender stereotypes, Respecting differences, Tolerance and respect for others, We have more in common than not, What's the risk? (1), What's the risk? (2) EYFS – Year 6- Assemblies
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	Year 3 – Two Monsters – David McKee – I understand where problems come from and I can find a solution Year 2 - What the Jackdaw Saw –Julia Donaldson & Nick Sharratt - communicate in different ways. Year 2 – Spiritual: To celebrate ways of meeting God in our communities. Year 3 – Social & Emotional: To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe. Year 3 – Spiritual: To describe and give reasons for how we grow in love – to celebrate the joy and happiness of living in friendship with God and others. Year 4 – Social & Emotional: To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change. Year 5- Spiritual, Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To celebrate the joy of growing physically and spiritually. Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Nursery- Looking after others Reception- Being helpful at home and caring for our classroom, I am a friend, Life Stages- Human- Who will I be?, Looking after my friends, My feelings (2) Year 1- Pass on the praise!, Unkindness, teasing or bullying?, Who can help? (2), Why we have classroom rules Year 2- Don't do that!, Getting on with others, Types of bullying, What makes us who we are? Year 3- Friends are special, Let's celebrate our differences, Looking after our special people, Zeb Year 4- Can you sort it?, How dare you!, Keeping ourselves safe, Making choices, Ok or not ok? (Part 1), Ok or not ok? (Part 2), Safety in numbers, Under pressure, What would I do? Year 5- Happy being me, Is it true?, Spot bullying, Stop start stereotypes, Would you risk it? Year 6- Acting appropriately, Behave yourself, Boys will be boys?- challenging gender stereotypes, I look great!, Ok to be different, We have more in common than not, What's the risk? (1)

The conventions of courtesy and manners.	Year 2 – Blown Away – Rob Biddulph - I can work with anyone and I like working with different people. Year 4 – Red: A Crayon's story – Michael Hall – to be who you are and recognise why some people don't speak up. Year 1 - . I Just Don't Like the Sound of No! My Story About Accepting No for an Answer and Disagreeing the Right Way! (Best Me I Can Be) Year 1 -We meet God's love in our family Aim: To focus on families and specially growing up in a loving, secure and stable home. Year 4 – Social & Emotional: To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change. Year 5- Spiritual, Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To celebrate the joy of growing physically and spiritually. Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Nursery- Looking after my environment Reception- Being helpful at home and caring for our classroom, Caring for our world, Looking after my friends, Same and different homes Year 1- Why we have classroom rules Year 3- Zeb Year 3- What would I do? Year 5- Rights, respect and duties
The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	Year 3 – Two Monsters – David McKee – I understand where problems come from and I can find a solution Year 1 – Physical: To recognise how I am cared for and kept safe in my family. Year 3 – Spiritual: To describe and give reasons for how we grow in love – to celebrate the joy and happiness of living in friendship with God and others. Year 4 - Physical: To make links and connections to show that we are all different. To describe how we should treat others making links with the diverse modern society we live in. Year 5 – Spiritual, Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To celebrate the joy of growing physically and spiritually. Year 6 – Physical: To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Explain how human life is conceived. Nursery- I can do it!, I can keep trying, I'm special, Marvellous me!, Me and my friends Reception- All about me, Bouncing back when things go wrong, I'm special, you're special, Same and different, What makes me special, Yes, I can! Year 1- Feelings and bodies, Good or bad touches?, Surprises and secrets, Who are our special people? Year 2- Harold's picnic Year 3- My community, Our helpful volunteers, Secret or surprise? Year 4- An email from Harold!, Islands, Secret or surprise? Year 5- Growing up and changing bodies, Mo makes a difference Year 6- Advertising friendships!, Assertiveness skills, Boys will be boys?- challenging gender stereotypes, Fakebook friends, Five Ways to Wellbeing project, Helpful or unhelpful? Managing change, I look great!, Rat Park, Think before you click!
The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Year 3 – Oliver – Birgitta Sif – I know we are all different and how that can make people feel excluded. Year 2 - Picnic in the park – Joe Griffiths & Tony Pilgrim –understand that families can be different -I can tell you how I am the same and different – I feel good about being similar and different -Say no to bullying. Year 6 -Two of Everything – Babette Cole - How and why we share problems. Year 1 -We meet God's love in our family - To focus on families and specially growing up in a loving, secure and stable home.

	Year 2 – Physical: To describe ways of being safe in communities. Year 3 – Social & Emotional: To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe. Year 5 - Social & Emotional: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Year 1- Unkindness, teasing or bullying?, Who can help? (2) Year 2- Don’t do that!, Getting on with others, Types of bullying Year 3- Let’s celebrate our differences, Zeb Year 4- How dare you!, Keeping ourselves safe, Safety in numbers, Under pressure, What would I do? Year 5- Happy being me, Is it true?, Spot bullying, Stop start stereotypes Year 6- Acting appropriately, Behave yourself, Boys will be boys?- challenging gender stereotypes, I look great!, Ok to be different, We have more in common than not, What’s the risk? (1) Year 1- Year 6 – Kidsafe Year 1- I understand something online may upset and know where to find help if anything does. I can communicate politely via the internet. I know the rules of using technology at home or in school. Year 2- Online Reputation- I understand that once something is posted you lose control if it and know how to get help if I need to. I can give examples of online bullying behaviour. I understand the impact it may have and I know where to go for support. I understand that once something is posted you lose control if it and know how to get help if I need to. Online Relationships- I can use online services to communicate safely. Online Bullying- I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. Year 3 - I am aware of what I should be sharing online and where to go for help if I need it. I understand that I cannot trust everyone I talk to online. That I should be a good digital citizen and where to go for help if something upsets me online. I can explain what bullying is and know where to go for help. I understand the impact technology can have on my health, well-being and lifestyle. Year 4 – Online Bullying- know which technologies are used for online bullying and I am considerate of others when posting myself. Health wellbeing- I understand the impact technology can have on my health, wellbeing and lifestyle. Year 5 - I am aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community. I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. I understand the impact technology can have on my health, wellbeing and lifestyle. Year 6 - I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I am aware that if I need help I keep asking for it until I get help. I am aware of the need for positive online relationships and I am mindful of others feelings at all times I know how to capture evidence of online bullying and how to report it. EYFS – Year 6- Assemblies
What a stereotype is, how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype.	Year 2 – Just Because – Rebecca Elliot – I know some bodies work in different ways and I can see things people are good at. To feel proud of being different. Year 6 – The Island – Armin Greder – I know what prejudice is and what happens if racism is not challenged. Year 5 - The Girl Who Thought in Pictures: the Story of Dr. Temple Grandin (Amazing Scientists) by Julia Finley Mosca - Gender equality and disability equality Year 4 - Emmanuel’s Dream: The True Story of Emmanuel Ofosu Yeboah by Laurie Ann Thompson - celebration of triumphing over adversity and different able bodies

	Year 4 - Physical: To make links and connections to show that we are all different. To describe how we should treat others making links with the diverse modern society we live in. Year 5 – Spiritual, Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s presence in our daily lives. To celebrate the joy of growing physically and spiritually. Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Nursery- Girls, boys and families, When I was a baby Reception- Me and my body- girls and boys Year 3- Family and friends, Zeb Year 4- That is such a stereotype! Year 5- Happy being me, Is it true?, Stop start stereotypes Year 6- Boys will be boys?- challenging gender stereotypes, Media manipulation, Two sides to every story
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	Year 3 - The Hueys in the New Jumper – Oliver Jeffers – Use of strategies to help someone who feels different. EYFS & Year 1 - Some Secrets Should Never Be Kept by Jayneen Sanders - Keeping body safe Year 3 – Social & Emotional: To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe. Year 5 - Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God’s presence in our daily lives. To show knowledge and understanding of the physical changes in puberty. Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Reception- Listening to my feelings Year 1- Harold has a bad day, How are you listening?, It’s not fair!, Surprises and secrets, Unkindness, teasing or bullying?, Who can help? (1), Who can help? (2) Year 2- Solve the problem Year 3- Family and friends, Friends are special, How can we solve this problem?, Zeb Year 4- Can you sort it?, Ok or not ok? (Part 1), Ok or not ok? (Part 2), That is such a stereotype!, Together, What would I do? Year 5- Happy being me, How good a friend are you?, Qualities of friendship, Relationship cake recipe, Stop start stereotypes Year 6- Advertising friendships!, Boys will be boys?- challenging gender stereotypes, Solve the friendship problem, Two sides to every story

Online Safety and Awareness

That people should be respectful in online interaction, and the same principles apply to online relationships as to face to face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	Year 1 - We meet God's love in our family - To focus on families and specially growing up in a loving, secure and stable home. Year 2 – Physical: To describe ways of being safe in communities. Year 3- To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe Year 5 – Social & Emotional: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Year 1 -I can recognise the ways we use technology in our classroom, my home and community. I can communicate politely via the internet. I can describe how to behave online in ways that do not upset others and can give examples. I know the rules of using technology at home or in school. Year 2 – Online relationships- I can use online services to communicate safely. Health and wellbeing- I know the rules of using technology at home or in school. Year 3 - I know how to use the internet. That I should be a good digital citizen and where to go for help if something upsets me online. Year 4 – Online relationships- I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. Self-Image- I understand that people may have a different online identity to that in real life and am able to interact with others. Year 5 - I make a positive contribution to my online community. I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. Year 6- I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I am aware of the need for positive online relationships and I am mindful of others feelings at all times I understand I need to create a positive online reputation Year 1- Unkindness, teasing or bullying?, Who can help? (2) Year 2- Playing games, Types of bullying Year 3- Let's celebrate our differences, None of your business!, Relationship tree, Zeb Year 4- Can you sort it?, How dare you! How do we make a difference?, Ok or not ok? (Part 2), What would I do? Year 5- Is it true?, Play like share 1, Play like share 2, Spot bullying, Stop start stereotypes Year 6- Boys will be boys?- challenging gender stereotypes, I look great!, Think before you click!, To share or not to share?, We have more in common than not, What's the risk? (1)
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How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

Year 2 – Physical: To describe ways of being safe in communities.

Year 3 – Social & Emotional: To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe.

Year 5 – Spiritual, Physical, Social & Emotional: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. To celebrate the joy of growing physically and spiritually.

Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage.

EYFS – Digital Literacy - I can discuss the rules for staying safe online. I know online content is made and belongs to someone.

Year 1 - I understand something online may upset and know where to find help if anything does, I know the rules of using technology at home or in school.

Year 2 – Self-image- I understand that somethings online may upset me and that I cannot trust everyone online. **Online Relationships-** I can use online services to communicate safely. **Online Reputation-** I understand that once something is posted you lose control of it and know how to get help if I need to. **Online Bullying-** I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. **Health and Wellbeing-** I know the rules of using technology at home or in school.

Year 3 - I know how to use the internet I am aware of what I should be sharing online and where to go for help if I need it. I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online. I can explain what bullying is and know where to go for help. I understand the impact technology can have on my health, well-being and lifestyle. I know who I should be sharing information with and how to keep my data secure. I can analyse information and make accurate searches. I understand the term identity and I can take appropriate measures to protect my own online identity

Year 4- **Online Relationships-** I can use a search engine and I am aware that not everything I read online is correct. I can evaluate information presented to me to make informed choices about what is Fake News. I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. **Self-Image-** I understand that people may have a different online identity to that in real life and am able to interact with others. **Online Reputation-** I am aware others can find information out about me by searching online. **Online Bullying-** I know which technologies are used for online bullying and I am considerate of others when posting myself. **Health and Wellbeing-** I understand the impact technology can have on my health, well-being and lifestyle. **Privacy and Security-** I am aware that some people want to access my data and can take appropriate measures to ensure this doesn't happen.

Year 5 - I can access school email and can send emails to classmates and teacher. I can create a subject specific vlog and understand the potential risks of sharing content online. I am aware that my identity can be copied by other users and take appropriate measure to minimise the risk of this happening. I can use a search engine and I am aware that not everything I read online is correct. I can create a subject specific vlog and understand the potential risks of sharing content online. I am aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community. I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. I understand the impact technology can have on my health, well-being and lifestyle.

Year 6- I am aware of the ways in which the media can shape our ideas about gender. I am aware of the need for positive online relationships and I am mindful of others feelings at all times. I understand I need to create a positive online reputation. I can use a search engine and I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions. I can explain how to protect my computer or device from harm on the Internet. I support my friends to protect themselves and make good choices online, including reporting concerns to an

	adult. I am aware that if I need help I keep asking for it until I get help. I know how to capture evidence of online bullying and how to report it. I know how to keep my data private and secure. Year 2- Playing games Year 3- I am fantastic!, None of your business!, Super searcher Year 4- Ok or not ok? (Part 2) Year 5- Play like share 1, Play like share 2, Spot bullying, Would you risk it? Year 6- Facebook friends, Media manipulation, Pressure online, Think before you click!, To share or not to share?, What's the risk? (2)
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	Year 5 - Social & Emotional: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. Reception- Keeping safe online Year 1- Sharing pictures Year 3- None of your business!, Super searcher Year 4- How do we make a difference?, Keeping ourselves safe, Picture wise Year 5- Is it true?, Play like share 1, Play like share 2, Spot bullying, Would you risk it? Year 6- Pressure online, Think before you click!, To share or not to share?, What's the risk? (2) Year 3 - I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online.
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	Year 3 – Social & Emotional: To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe. Year 5 – Social & Emotional: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. Reception- Keeping safe online Year 1- Sharing pictures Year 2- Types of bullying Year 3- Let's celebrate our differences, None of your business!, Super searcher, Zeb Year 4- How do we make a difference?, Keeping ourselves safe, Picture wise, What would I do? Year 5- Growing up and changing bodies, Is it true?, Play like share 1, Play like share 2, Spot bullying Year 6- I look great! Media manipulation, Pressure online, Think before you click!, To share or not to share?, What's the risk? (1), What's the risk? (2)
Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	Reception- Keeping safe online Year 1- Sharing pictures, Who can help? (2) Year 3- Let's celebrate our differences, None of your business!, Super searcher, Zeb Year 4- In the news!, Picture wise, Raisin challenge (2), That is such a stereotype!, Under pressure Year 5- Is it true?, Play like share 1, Play like share 2, Spot bullying Year 6- I look great! Media manipulation, Pressure online, Think before you click!, To share or not to share?, What's the risk? (1) EYFS – Digital Literacy - I can discuss the rules for staying safe online. I know online content is made and belongs to someone. Year 1 - I understand that once something it posted you lose control if it. I can explain what personal information is and give examples of it. I am aware that content online is owned by the person that created it. Year 2 - Online Relationships- I can use online services to communicate safely. Online Reputation- I understand that once something it posted you lose control if it and know how to get help if I need to.

	Year 3 - I understand the need for copyright and the consequences of ignoring it. I am aware of what I should be sharing online and where to go for help if I need it. I know who I should be sharing information with and how to keep my data secure. Year 4 - Privacy and Security - I am aware that some people want to access my data and can take appropriate measures to ensure this doesn't happen. Year 5 - I am aware that my identity can be copied by other users and take appropriate measure to minimise the risk of this happening. Year 6-I can explain how to protect my computer or device from harm on the Internet.
That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	Year 2 –Physical: To describe ways of being safe in communities. Year 3 – Social & Emotional: To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe. Year 5 - Social & Emotional: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Reception- Keeping safe online Year 1- Sharing pictures, Unkindness, teasing or bullying?, Who can help? (2) Year 3- As a rule, Let's celebrate our differences, None of your business!, Zeb Year 4- How do we make a difference?, In the news!, Keeping ourselves safe, Picture wise, That is such a stereotype!, Under pressure, What would I do? Year 5- Is it true?, Play like share 1, Play like share 2, Spot bullying, Star qualities, Stop start stereotypes Year 6- Boys will be boys?- challenging gender stereotypes, Fakebook friends, Media manipulation, Pressure online, Think before you click!, To share or not to share?, What's the risk? (1), What's the risk? (2)

Being Safe

What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Year 1 -We meet God's love in our family Aim: To focus on families and specially growing up in a loving, secure and stable home. Year 3 – Social & Emotional: To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe. Year 4 - Physical: To make links and connections to show that we are all different. To describe how we should treat others making links with the diverse modern society we live in. Year 5 - Social & Emotional: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Year 1 - I understand something online may upset and know where to find help if anything does, I can communicate politely via the internet. I know the rules of using technology at home or in school. Year 2 – Self-image- I understand that somethings online may upset me and that I cannot trust everyone online. Online relationships- I can use online services to communicate safely. Online bullying- I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. Health and wellbeing- I know the rules of using technology at home or in school.
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	Year 3 - I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online. Year 4 - Online Relationships - I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. Self-Image - I understand that people may have a different online identity to that in real life and am able to interact with others. Online Bullying - I know which technologies are used for online bullying and I am considerate of others when posting myself. Year 5 -I am aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community. I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. Year 6- I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I am aware of the need for positive online relationships and I am mindful of others feelings at all times I understand I need to create a positive online reputation. Reception- Listening to my feelings, Who can help me? Year 1- Good or bad touches?, Harold's school rules, Surprises or secrets Year 2- Fun or not?, How safe would you feel?, Should I tell?, Some secrets should never be kept, What should Harold say? Year 3- Dan's dare, None of your business!, Safe or unsafe?, Secret or surprise? Year 4- How dare you!, Islands, Raisin Challenge (2), Secret or Surprise?, What would I do? Year 5- Independence and responsibility, Is it true?, Play like share 1, Play like share 2, Taking notice of our feelings, Would you risk it? Year 6- Acting appropriately, Ok to be different, Pressure online, Think before you click!, To share or not to share?, What's the risk? (1), What's the risk? (2) Year 1- Year 6 – Kidsafe
The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Year 1 – Physical: To recognise how I am cared for and kept safe in my family. Year 2 - To celebrate ways that God loves and cares for us – ways we can grow in love and security in our family. Year 4 - Physical: To make links and connections to show that we are all different. To describe how we should treat others making links with the diverse modern society we live in. Reception- Listening to my feelings, Me and my body- girls and boys Year 1- Good or bad touches?, Surprises and secrets Year 2- My body, your body, Respecting privacy, Should I tell?, Some secrets should never be kept Year 3- Secret or surprise? Year 4- How do we make a difference?, Secret or Surprise? Year 5- Dear Ash, Growing up and changing bodies Year 6- Acting appropriately, To share or not to share?, What's the risk? (2) Year 1- Year 6 – Kidsafe

That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	Year 6- Dreams of Freedom – Amnesty International - To recognise I have rights and I can decide how to live my life when I grow up and I know I can be what and who I want to be. EYFS & Year 1 - Some Secrets Should Never Be Kept by Jayneen Sanders- Keeping body safe Year 1 -We meet God's love in our family Aim: To focus on families and specially growing up in a loving, secure and stable home. Year 3 – Social & Emotional: To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe. Year 5 - Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of the physical changes in puberty. Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Reception- Listening to my feelings, Me and my body- girls and boys Year 1- Keeping privates private Year 2- Fun or not?, How safe would you feel?, Should I tell?, Some secrets should never be kept, What should Harold say? Year 3- Body space, Secret or surprise? Year 4- Islands, Secret or Surprise? Year 5- Changing bodies and feelings, Growing up and changing bodies, Taking notice of our feelings Year 6- Acting appropriately, Making babies, Pressure online, To share or not to share? Year 1- Year 6 – Kidsafe
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	Year 1 -We meet God's love in our family Aim: To focus on families and specially growing up in a loving, secure and stable home. Year 3 –To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe. Year 5 - Social & Emotional, Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. To show knowledge and understanding of the physical changes in puberty. Reception- Listening to my feelings, People who help to keep me safe Year 1- Surprises and secrets Year 2- I don't like that!, Some secrets should never be kept, What should Harold say? Year 3- Danger or risk?, None of your business!, Safe or unsafe?, Secret or surprise? Year 4- Danger, risk or hazard?, Secret or Surprise?, Year 5- Dear Ash, Play like share 1, Play like share 2, Taking notice of our feelings, Would you risk it? Year 6- Acting appropriately, Pressure online, What's the risk? (2) Year 1- Year 6 – Kidsafe
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	EYFS - The wonder of being special and unique - To explore the wonder of being special and unique. Children begin to know and understand that they are part of the wonder of God's love and creation. Year 1 – Physical: To recognise how I am cared for and kept safe in my family. Year 2 – Physical: To describe ways of being safe in communities. Year 3 – To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe Year 5 - Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of the physical changes in puberty.

	Reception- Listening to my feelings, People who help to keep me safe, Who can help me? Year 1- Good or bad touches?, Our feelings, Surprises and secrets, Thinking about feelings, Who can help? (1), Who can help? (2) Year 2- Fun or not?, How safe would you feel?, Should I tell? Year 3- None of your business!, Safe or unsafe?, Secret or surprise?, The risk robot Year 4- Danger, risk or hazard?, Islands, Secret or surprise? Year 5- Dear Ash, Taking notice of our feelings Year 6- Acting appropriately, Pressure online, To share or not to share?, What's the risk? (1) Year 1- Year 6 – Kidsafe
How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	Year 2 – Physical: To describe ways of being safe in communities. Year 3 – Social & Emotional: To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe. Year 5 - Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of the physical changes in puberty. Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Reception- Listening to my feelings, People who help to keep me safe Year 1- Good or bad touches?, Keeping privates private, Surprises and secrets Year 2- Feeling safe Year 3- Body space, None of your business!, Safe or unsafe?, Secret or surprise?, The risk robot Year 4- Safety in numbers, Secret or surprise?, Who helps us stay healthy and safe? Year 5- Dear Ash, Taking notice of our feelings Year 6- Acting appropriately, Is this normal?, Making babies, To share or not to share? Year 1- Year 6 – Kidsafe
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice (eg: family, school and/or other sources).	Year 2 – Physical: To describe ways of being safe in communities. Year 3 – Social & Emotional: To describe and give reasons for how we grow in love and caring and happy friendships where we are secure and safe. Year 4 - Physical: To make links and connections to show that we are all different. To describe how we should treat others making links with the diverse modern society we live in. Year 5 - Social & Emotional: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. Year 6 - To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. Nursery- People who help me and keep me safe Reception- Listening to my feelings, People who help to keep me safe, Who can help me? Year 1- Good or bad touches?, Surprises and secrets, Thinking about feelings, Who can help? (2) Year 2- Feeling safe Year 3- Helping each other to stay safe, Safe or unsafe?, The risk robot Year 4- How dare you!, Who helps us to stay healthy and safe? Year 5- Dear Ash, Taking notice of our feelings Year 6- Acting appropriately, Behave yourself, Making babies Year 1- Year 6 – Kidsafe

General Wellbeing

The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	Year 5 - Perfect Square – Michael Hall - develop skills of resilience. Year 4 - Spiritual: To make links and connections to show that we are all different. To celebrate the uniqueness and innate beauty of each of us. Nursery- Me and my friends Reception- Caring for our world, My healthy mind Year 1- Feelings and bodies, Who are our special people? Year 2- Harold's picnic Year 3- My community, Our helpful volunteers Year 4- An email from Harold! Year 5- Mo makes a difference, Rights, respect and duties Year 6- Advertising friendships!, Five ways to wellbeing project, Helpful of unhelpful?- managing change, Rat park
The importance of promoting general wellbeing and physical health.	Year 5- The Artist who painted a blue horse – I know that it is important to be able to express my feelings and why. Year 4 -The Colour Thief -Andrew Fusek Peters -A family's story of depression. Year 4 - Spiritual: To make links and connections to show that we are all different. To celebrate the uniqueness and innate beauty of each of us. Year 5 - Social & Emotional: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. Reception- My healthy mind Year 1- Our feelings Year 4- Different feelings Year 5- How good a friend are you? Year 6- Fakebook friends, Five ways to wellbeing project, Rat park
The range and scale of emotions (eg: happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and not in themselves a sign of a mental health condition.	Year 2 - The Odd Egg – Emily Garrett – I know when things can go wrong I can feel embarrassed and find a solution. Year 5 & 6 - The Red Tree – Shaun Tan – Depression. Loneliness & Hope. NURSERY – Wonder at God's love and creation – focus on facial expressions and beauty of a smile, what makes me happy and sad? Year 4 - Spiritual: To make links and connections to show that we are all different. To celebrate the uniqueness and innate beauty of each of us. Nursery- I'm special, People who help me and keep me safe Reception- Bouncing back when things go wrong, My feelings, My feelings (2), Same and different, Yes, I can! Year 1- Feelings and bodies, Harold loses Geoffrey, Our feelings, Thinking about feelings Year 2- How are you feeling today?, I don't like that!, Let's all be happy!, Sam moves away, Some secrets should never be kept Year 3- Secret or surprise? Year 4- Different feelings, Moving house, Secret or surprise? Year 5- How are they feeling?, How good a friend are you?, Our emotional needs Year 6- Helpful or unhelpful?- managing change
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Year 6 – The Whisperer – Nick Butterworth – I understand why people are labelled by rumours and assumptions and I can challenge rumours. Year 5 - Full Cicada Moon by Marilyn Hilton - shows readers that positive change can start with just one person speaking up. NURSERY – Wonder at God's love and creation – focus on facial expressions and beauty of a smile, what makes me happy and sad? Year 4 - Spiritual: To make links and connections to show that we are all different. To celebrate the uniqueness and innate beauty of each of us. Year 5 - Social & Emotional: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty –

	sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. Nursery- I'm special, Looking after others, People who help me and keep me safe Reception- Bouncing back when things go wrong, My feelings, My feelings (2), What's safe to go onto my body, Yes, I can! Year 1- Feelings and bodies, Our feelings, Thinking about feelings Year 2- An act of kindness, Harold's picnic, How are you feeling today?, How do you make others feel?, My day, When I feel like erupting Year 3- Secret or surprise? Year 4- An email from Harold!, Different feelings, Moving house, My feelings are all over the place!, Ok or not ok? (Part 1), Ok or not ok? (Part 2), Secret or surprise? Year 5- How are they feeling?, How good a friend are you?, Our emotional needs Year 6- I look great!, Ok to be different, Rat park
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Year 5 - Misery Moo – Jeanne Willis & Tony Ross -Be aware of how my behaviour affects others Year 2 – Physical: To describe ways of being safe in communities. Year 4 - Spiritual: To make links and connections to show that we are all different. To celebrate the uniqueness and innate beauty of each of us. Year 6 – Physical: To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Explain how human life is conceived. Reception- Bouncing back when things go wrong Year 1- Our feelings, Thinking about feelings Year 2- When I feel like erupting Year 3- None of your business! Year 4- Different feelings, How dare you!, Islands, My feelings are all over the place! Year 5- How are they feeling?, Our emotional needs Year 6- Helpful or unhelpful?- managing change, Rat park
That isolation and loneliness can affect children, and the benefits of seeking support.	Year 5 & 6 - The Red Tree – Shaun Tan – Depression. Loneliness & Hope. Reception- My feelings, My feelings (2) Year 1- Feelings and bodies, Our feelings, Thinking about feelings Year 2- When someone is feeling left out Year 4- An email from Harold! Year 6- Five ways to wellbeing project, Rat park
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Year 6 – My Princess Boy – Cheryl Kilodavis & Suzanne DeSimone – I know what diversity is and I know that living in the UK means accepting and celebrating Diversity. Year 6 -The Thing – Simon Puttock & Daniel Egneus -welcome difference and stand up to discrimination. Year 5 - Social & Emotional: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. Year 1- Unkindness, teasing or bullying?, Who can help? (2) Year 3- Let's celebrate our differences, Zeb Year 4- Under pressure Year 5- Spot bullying Year 6- I look great!, To share or not to share? Year 1 I understand something online may upset and know where to find help it anything does. Year 2 – Online Bullying- I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. Years 3, 4, 5 & 6 - I understand the impact technology can have on my health, well-being and lifestyle.

That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	Year 1- Harold loses Geoffrey Year 2- Sam moves away Year 3- My special pet (optional)
Where and how to seek support (including recognising the triggers for seeking support), including who 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).	Year 5 – How to Heal a Broken Wing – Bob Graham – to recognise when someone needs help. Year 4 -The Colour Thief -Andrew Fusek Peters -A family's story of depression. Year 4 - Spiritual: To make links and connections to show that we are all different. To celebrate the uniqueness and innate beauty of each of us. Year 5 - Social & Emotional: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. Reception- Bouncing back when things go wrong, Me and my special people, My feelings, My feelings (2), Who can help me? Year 2- Let's all be happy! Year 4- Moving house, Who helps us to stay healthy and safe? Year 5- Our emotional needs Year 6- Helpful or unhelpful?- managing change, I look great!, Rat park EYFS – Year 6: E Safety Lessons EYFS- Year 6: Assemblies
That it is common for people to experience mental health problems, and early support can help.	Year 4 -The Colour Thief -Andrew Fusek Peters -A family's story of depression. Year 4 - Spiritual: To make links and connections to show that we are all different. To celebrate the uniqueness and innate beauty of each of us. Year 5- Our emotional needs Year 6- Rat park

Wellbeing Online

That for almost everyone, the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	EYFS - I can discuss the use of technology in the world around me. I understand that people can talk to each other online. I can use a search engine. Year 1 - I can recognise the ways we use technology in our classroom, my home and community. Year 2 - I can give examples of how technology is used to communicate beyond school. Year 5 - I can access school email and can send emails to classmates and teacher. I can create a subject specific vlog and understand the potential risks of sharing content online. I can collaborate to develop & improve work. I can search for someone online and create a summary report about that person. Reception- Keeping safe online Year 1- Sharing pictures Year 3- None of your business!, Super searcher Year 4- How do we make a difference? Year 5- Play like share 1, Play like share 2
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The benefits of limiting 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.	Year 5 – Social & Emotional: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. Year 1- Healthy me Year 3- None of your business!, Super searcher Year 4- Danger, risk or hazard?, How do we make a difference?, In the news!, Scarf hotel, That is such a stereotype! Year 5- Is it true?, Play like share 1, Play like share 2 Year 6- Boys will be boys?- challenging gender stereotypes, Five ways to wellbeing project, I look great!, Media manipulation Year 2- Self-Image- I understand that somethings online may upset me and that I cannot trust everyone online. Online Relationships- I can use online services to communicate safely. Year 3 - I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online. I understand the impact technology can have on my health, well-being and lifestyle. I understand the term identity and I can take appropriate measures to protect my own online identity. Year 4 - Online Relationships - I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. Health and wellbeing – I understand the impact technology can have on my health, well-being and lifestyle. Year 5 I understand the impact technology can have on my health, well-being and lifestyle. Year 6- I am aware of the need for positive online relationships and I am mindful of others feelings at all times I understand I need to create a positive online reputation I understand the impact technology can have on my health, well-being and lifestyle.
How to consider the impact of their online behaviours on others, and how to recognise and display respectful behaviour online.	Reception- Keeping safe online Year 1- Sharing pictures Year 3- None of your business!, Super searcher Year 4- How do we make a difference?, Picture wise Year 5- Is it true?, Play like share 1, Play like share 2, Stop start stereotypes Year 6- Boys will be boys?- challenging gender stereotypes, To share or not to share? Year 1 - I can use a search engine. I understand something online may upset and know where to find help if anything does, I can communicate politely via the internet. I understand that once something is posted you lose control of it. I can describe how to behave online in ways that do not upset others and can give examples. I can explain what personal information is and give examples of it. Year 2 – Online Relationships- I can use online services to communicate safely. Online Reputation- I understand that once something is posted you lose control of it and know how to get help if I need to. Online Bullying- I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. Health and Wellbeing- I know the rules of using technology at home or in school. Privacy and Security- I can explain what personal information is and understand the need for passwords to protect it. Year 3 - I should be a good digital citizen and where to go for help if something upsets me online. Year 4 – Online Relationships- can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. Online Reputation- I am aware others can find information out about me by searching online. Online Bullying- I know which technologies are used for online bullying and I am considerate of others when posting myself. Privacy and Security- I am aware that some people want to access my data and can take appropriate measures to ensure this doesn't happen. Year 5 I am aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community. I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. I understand the impact technology can have on my health, well-being and lifestyle. I can create a strong password and understand the real cost of some apps. I am aware that my identity can be copied by other users and take appropriate measure to minimise the risk of this happening.

	Year 6- I can explain how to protect my computer or device from harm on the Internet. I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I am aware of the ways in which the media can shape our ideas about gender. I am aware of the need for positive online relationships and I am mindful of others feelings at all times I understand I need to create a positive online reputation. I know how to capture evidence of online bullying and how to report it. I know how to keep my data private and secure.
Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	Year 3- As a rule, Super searcher Year 4- How do we make a difference? Year 5- Star qualities? Year 6- Fakebook friends, Think before you click!, To share or not to share? EYFS – Year 6- E-Safety
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Reception- Looking after money (1): recognising, spending, using Year 1- Harold's money Year 3- Can Harold afford it?, Super searcher Year 4- How do we make a difference? Year 6- What's it worth? EYFS - I can discuss the use of technology in the world around me. I understand that people can talk to each other (communication) online. Year 1 - I can recognise the ways we use technology in our classroom, my home and community. Year 2 - I can give examples of how technology is used to communicate beyond school. Year 3 - I understand the impact technology can have on my health, well-being and lifestyle. Year 4 - I can describe strategies for safe and fun experiences in a range of online social environments. Health and Wellbeing- I understand the impact technology can have on my health, well-being and lifestyle. Year 5 I understand the impact technology can have on my health, well-being and lifestyle. Year 6- I am aware of the need for positive online relationships and I am mindful of others feelings at all times I understand I need to create a positive online reputation. I understand the impact technology can have on my health, well-being and lifestyle
How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	Year 3- As a rule, Recount task, Super searcher Year 4- In the news!, Picture wise Year 5- Fact or opinion?, Is it true?, Play like share 1, Play like share 2, What's the story? Year 6- I look great!, What's the risk? (2) EYFS – Year 6- E-Safety
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Year 6 – The Whisperer – Nick Butterworth – I understand why people are labelled by rumours and assumptions and I can challenge rumours. Year 5 – Social & Emotional: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. Reception- Keeping safe online Year 1- Sharing pictures Year 3- Let's celebrate our differences, None of your business!, Zeb Year 4- How do we make a difference?, Picture wise, That is such a stereotype!, Under pressure Year 5- Is it true?, Play like share 1, Play like share 2, Spot bullying, Stop start stereotypes Year 6- I look great!, Media manipulation, Think before you click!, To share or not to share?

	Year 1- I understand something online may upset and know where to find help if anything does, I can describe how to behave online in ways that do not upset others and can give examples. Year 2- Online Reputation- I understand that once something is posted you lose control of it and know how to get help if I need to. Online Bullying- I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. Year 3- I understand the impact technology can have on my health, well-being and lifestyle. Year 4- Online Relationships- I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. Self-Image- I understand that people may have a different online identity to that in real life and am able to interact with others. Online Bullying- I know which technologies are used for online bullying and I am considerate of others when posting myself. Health and Wellbeing- I understand the impact technology can have on my health, well-being and lifestyle. Year 5- I make a positive contribution to my online community. I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. I understand the impact technology can have on my health, well-being and lifestyle. Year 6- I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I understand the impact technology can have on my health, well-being and lifestyle
How to understand the information they find online, including from search engines, and know how information is selected and targeted.	Year 3- As a rule, None of your business! Recount task, Super searcher Year 4- Can you sort it?, Danger risk or hazard?, In the news!, Making choices, Picture wise, That is such a stereotype! Year 5- Fact or opinion?, Is it true?, Play like share 1, Play like share 2, What's the story?, Would you risk it? Year 6- Boys will be boys?- challenging gender stereotypes, Fakebook friends, I look great!, Pressure online, Think before you click!, Two sides to every story, What's the risk? (2) Year 1 – I know how to use search engines. Year 2 – Copyright- I am aware that content online is owned by the person that created it. Year 3 - I know how to use the internet. I can analyse information and make accurate searches. I understand the need for copyright and the consequences of ignoring it. I understand the term identity and I can take appropriate measures to protect my own online identity. Year 4 - I can evaluate information presented to me to make informed choices about what is Fake News. Online Reputation- I am aware others can find information out about me by searching online. Copyright- I understand the need for copyright and the consequences of ignoring it. Year 6- I understand the need for copyright and the consequences of ignoring it.
That they have rights in relation to sharing personal data, privacy and consent.	Year 5 – Social & Emotional: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. Year 5- Play like share 1, Play like share 2 Year 6- To share or not to share? Year 1 - I understand something online may upset and know where to find help if anything does Year 2 – Online Reputation- I understand that once something is posted you lose control of it and know how to get help if I need to. Year 3 - I am aware of what I should be sharing online and where to go for help if I need it. I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online. Year 5 - I can create a strong password and understand the real cost of some apps. I am aware that my identity can be copied by other users and take appropriate measure to minimise the risk of this happening. Year 6- I can explain how to protect my computer or device from harm on the Internet. I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I am aware that if I need help I keep asking for it until I get help. I know how to capture evidence of online bullying and how to report it.

Where and how to report concerns and get support with issues online.	Year 5 - Social & Emotional: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of emotional relationship changes as we grow and develop. Reception- Keeping safe online Year 1- Sharing pictures Year 3- None of your business!, Super searcher Year 4- In the news! Year 5- Play like share 1, Play like share 2, Would you risk it? Year 6- To share or not to share? Year 1 - I understand something online may upset and know where to find help if anything does. Year 2 – Online Reputation- I understand that once something is posted you lose control of it and know how to get help if I need to. Online Bullying- I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. Year 3 - I am aware of what I should be sharing online and where to go for help if I need it. I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online. Year 4 - Online Relationships - I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. Year 5 - I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. I understand the impact technology can have on my health, well-being and lifestyle. I can create a strong password and understand the real cost of some apps. I am aware that my identity can be copied by other users and take appropriate measures to minimise the risk of this happening. Year 6- I can explain how to protect my computer or device from harm on the Internet. I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I am aware that if I need help I keep asking for it until I get help. I know how to capture evidence of online bullying and how to report it.
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Physical Health and Fitness

The characteristics and mental and physical benefits of an active lifestyle.	Year 1 – Physical: To recognise how I am cared for and kept safe in my family. Nursery- What does my body need?, What's safe to go into my body Reception- Keeping myself safe- What's safe to go into my body? (including medicines), Move your body, My healthy mind Year 1- Healthy me Year 4- Scarf hotel EYFS – Year 6- Assemblies EYFS – Year 6- Healthy Schools Week
The importance of building regular physical activity 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, moderate and/or vigorous physical activity.	Nursery- I can keep trying, What does my body need? Reception- Getting bigger, Move your body, My healthy mind Year 2- My day Year 4- Scarf hotel Year 5- What's the story? Year 6- Five ways to wellbeing project PE Curriculum KS1, LKS2, UKS2 EYFS – Year 6- Assemblies EYFS – Year 6- Healthy Schools Week
The risks associated with an inactive lifestyle, including obesity.	Year 1- Healthy me Year 4- Danger risk or hazard? Year 5- What's the story? Year 6- Five ways to wellbeing project PE Curriculum KS1, LKS2, UKS2

How and when to seek support including which adults to speak to in school if they are worried about their health.	Reception- Keeping myself safe- what's safe to go into my body? (including medicines), My feelings, My healthy mind Year 4- Who helps us stay healthy and safe? Year 6- Five ways to wellbeing project
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Healthy Eating

What constitutes a healthy diet (including understanding calories and other nutritional content).	Nursery- Looking after myself, What does my body need? Reception- Getting bigger, Healthy eating, Move your body Year 1- Eat well, I can eat a rainbow Year 2- My day Year 3- Derek cooks dinner! (healthy eating) Year 4- Scarf hotel Year 5- What's the story? KS1, LKS2, UKS2- PE Curriculum KS1, LKS2, UKS2- Design & Technology Curriculum EYFS - Physical Development Curriculum EYFS – Year 6- Healthy Schools Week
Understanding the importance of a healthy relationship with food.	Nursery- Looking after myself, What does my body need? Reception- Getting bigger, Healthy eating, Keeping myself safe- What's safe to go into my body? (including medicines) Year 1- Eat well, I can eat a rainbow Year 3- Derek cooks dinner! (healthy eating) Year 4- Making choices, Scarf hotel Year 5- It all adds up! Year 6- Is this normal?, Our recommendations KS1, LKS2, UKS2- PE Curriculum KS1, LKS2, UKS2- Design & Technology Curriculum EYFS - Physical Development Curriculum
The principles of planning and preparing a range of healthy meals.	Nursery- Looking after myself Reception- Healthy eating Year 1- Eat well, I can eat a rainbow Year 3- Derek cooks dinner! (healthy eating) Year 4- Scarf hotel Year 6- Our recommendations KS1, LKS2, UKS2- PE Curriculum KS1, LKS2, UKS2- Design & Technology Curriculum
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).	Reception- Healthy eating, Keeping myself safe- What's safe to go into my body? (including medicines) Year 1- Eat well, I can eat a rainbow Year 3- Alcohol and cigarettes: the facts, Derek cooks dinner! (Healthy eating), Help or harm? Year 4- Danger, risk or hazard?, Scarf hotel Year 6- Alcohol: what is normal?, Drugs: it's the law!, Rat park, What sort of drug is...? KS1, LKS2, UKS2- PE Curriculum KS1, LKS2, UKS2- Design & Technology Curriculum EYFS - Physical Development Curriculum EYFS – Year 6- Healthy Schools Week EYFS, KS1 & KS2 – External specialists –HBC, PH, MHST

Drugs, Alcohol and Tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking,	Nursery- What's safe to go into my body? Reception- Keeping myself safe- What's safe to go into my body? (including medicines) Year 1- What could Harold do? Year 2- Harold's picnic
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alcohol use and drug-taking.	Year 3- Alcohol and cigarettes: the facts, Help or harm? Year 4- Danger, risk or hazard?, Keeping ourselves safe, Medicines: check the label Year 5- Vaping: healthy or unhealthy?, Would you risk it? Year 6- Alcohol: what is normal?, Drugs: it's the law!, Rat park, What sort of drug is...?, What's the risk? (1) Year 5 & Year 6 – External specialists – PSCO, HBC, PH, MHST
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Health Protection and Prevention

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Year 6- Five ways to wellbeing project
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Nursery- Safety indoors and outdoors Reception- Safe indoors and outdoors, What's safe to go onto my body? Year 4- Danger, risk or hazard?
The importance of sufficient good quality sleep for healthy, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	Nursery- Looking after myself, What's safe to go into my body? Reception- A good night's sleep, Move your body, My feelings Year 1- Healthy me, Super sleep Year 4- Scarf hotel Year 6- Five ways to wellbeing project
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.	Nursery- Looking after myself, What does my body need? Reception- A good night's sleep, Healthy eating, Move your body, What's safe to go onto my body? Year 1- Harold's wash and brush up, Healthy me Year 2- Harold's bathroom Year 5- Growing up and changing bodies Year 6- Five ways to wellbeing project
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Year 5 - Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of the physical changes in puberty. Nursery- Looking after myself, What's safe to go into my body Reception- A good night's sleep, Move your body, What's safe to go onto my body Year 1- Catch it! Bin it! Kill it!, Harold's wash and brush up Year 2- Harold's postcard- helping us to keep clean and healthy Year 3- Poorly Harold Year 4- Medicines: check the label
The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	Year 2- Harold's postcard- helping us to keep clean and healthy Year 6- Online sexual content (optional)

Personal Safety

About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Nursery- People who help me and keep me safe, Safety indoors and outdoors Reception- People who help to keep me safe, Safe indoors and outdoors Year 1- What could Harold do? Year 2- How safe would you feel?, What should Harold say? Year 3- Danger or risk?, Dan's dare, The risk robot Year 4- Danger, risk or hazard?
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	Nursery- People who help me and keep me safe, Safety indoors and outdoors Reception- People who help to keep me safe, Safe indoors and outdoors Year 3- The risk robot Year 4- Danger, risk or hazard?, Keeping ourselves safe Year 5- Decision dilemmas

Basic First Aid

How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Year 1- Basic first aid Year 2- Basic first aid Year 3- Basic first aid Year 4- Basic first aid Year 5- Basic first aid, including sepsis awareness Year 6- Basic first aid, including sepsis awareness EYFS-Year 6 – Assemblies Year 5 – Crucial Crew
Concepts of basic first-aid, for example dealing with common injuries and ailments, including head injuries.	Year 1- Basic first aid Year 2- Basic first aid Year 3- Basic first aid Year 4- Basic first aid Year 5- Basic first aid, including sepsis awareness Year 5 & Year 6 – Basic First Aid Training

Developing Bodies

About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	Year 5 - Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of the physical changes in puberty. Nursery- Girls, boys and families, Growing and changing in nature, When I was a baby Reception- Getting bigger, Life stages- plants, animals and humans, Life stages: human- who will I be?, Me and my body- girls and boys, Seasons, Where do babies come from? Year 1- Taking care of a baby, Then and now Year 2- Haven't you grown!, My body your body Year 4- My feelings are all over the place! Year 5- Changing bodies and feelings, Growing up and changing bodies, Help! I'm a teenager- get me out of here! Year 6- I look great!, Is this normal?, Making babies, What's the risk? (2)
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The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	Nursery- Girls, boys and families, Marvellous me!, When I was a baby Reception- Getting bigger, Life stages- plants, animals and humans, Life stages: human- who will I be?, Me and my body-girls and boys, Where do babies come from? Year 1- Good or bad touches?, Keeping privates private, Surprise and secrets, Taking care of a baby Year 2- Feeling safe, Fun or not?, How safe would you feel?, My body your body, Respecting privacy, Should I tell?, Some secrets should never be kept, What should Harold say? Year 3- Body space, Safe or unsafe?, Secret or surprise? Year 4- Islands, Preparing for changes at puberty, Safety in numbers, Secret or surprise?, Who helps us stay healthy and safe? Year 5- Changing bodies and feelings, Dear Ash, Growing up and changing bodies, Taking notice of our feelings Year 6- Acting appropriately, Is this normal?, Making babies, Pressure online, To share or not to share?
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	Year 5- Physical: To show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc. and grow further in recognising God's presence in our daily lives. To show knowledge and understanding of the physical changes in puberty. Reception- Getting bigger Year 2- My body your body Year 5- Changing bodies and feelings, Growing up and changing bodies Year 6- Is this normal?, Making babies

Appendix 2

Religious Education and Relationship and Sex Education



Introduction

The following is intended as a guide for linking Relationship and Sex Education with RED 'To Know You More Clearly'.

RED- To Know You More Clearly



RSE objectives may be referred to implicitly or explicitly during teaching of the RED curriculum. Opportunities may arise for children to talk about their own experiences and make links to key scripture. Below is a brief overview of how RSE is delivered through each of the RED branches.

Branch 1- Creation and Covenant	Explores God as the creator of life and humanity, laying the groundwork for viewing the human body and sexuality as gifts to be respected.
Branch 2- Prophecy and Promise	Connects theological understanding to human relationships, teaching that love for one another and self-worth reflect divine love and truth.
Branch 3- From Galilee to Jerusalem	Explores healthy, loyal and respectful relationships, and treating everyone with equal dignity. It examines how choices impact others and teaches about personal boundaries, emotional impact and personal accountability within personal interactions.
Branch 4- From Desert to Garden	Introduces the concept of the sacredness of the human body, setting the initial framework for dignity and self-respect. It looks at safe and healthy connections, with a focus on trust, loyalty and mutual respect. Links are also made to emotional and physical development, as well as practical relationships and safety.
Branch 5- To the Ends of the Earth	Makes links through foundational Catholic themes of community, witness and human dignity. It focuses on every person being made in the image and likeness of God, reinforcing self-respect and respect

	for peers. The communal aspects of the early Church mirror how positive, stable, and caring relationships function in daily life. There is an emphasis on listening, kindness and looking out for the wellbeing of others.
Branch 6- Dialogue and Encounter	Interfaith dialogue allows for empathy and listening skills to be practiced, mirroring the foundations of healthy relationships and family bonds. Respecting diversity and celebrating similarities and differences relate to how to treat peers, and understanding societal expectations and personal duty make clear links to community and responsibility.

Appendix 3

Statutory Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development, children develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

Policy Updated

Date: September 2026

By: Miss L. Sanders (RSHE Coordinator)