



Document Title	Relationships and Sex Education Policy Part 1: Relationships Education Part 2: Sex Education
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Part I – Relationships Education

Rationale

InMAT schools believe that our Relationships Education curriculum ethos will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. We are preparing children for life in modern Britain, developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

Definition

Relationship Education became compulsory in all primary schools from September 2020. DfE guidance (2019) states that primary schools must “put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts including online.” At InMAT our policy helps to “foster pupil wellbeing and develop resilience and character”, alongside the Trust values of: Inclusion, Integrity, Initiative, Inspiration and Involvement.

Aims

The aims of Relationships Education in our schools is to:

- Develop skills and attitudes in our pupils that will enable them to participate fully and contribute positively whilst thriving in modern Britain.
- “To put in place the building blocks needed for positive and safe relationships of all kinds.” (DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education: FAQs)
- Ensure that pupils understand Britain is a country rich in diversity and difference. Individual characteristics make people unique; everyone has differences, and everyone is welcome in our schools.

- Provide clear information to parents and carers about the Relationships Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.
- Enable pupils to reflect on their own experiences, considering how they are developing character, both personally and socially. Teach co-operation skills so that pupils behave with integrity, feeling confident about their emerging selves and how they can contribute to school and to society.
- Enable children to reflect on their own mental health and consider how their actions affect the mental health of others.
- Ensure all students receive the support and respect they need as they move through the school and provide the skills to show empathy and support to peers if and when it is needed. The DfE guidance states, “Teachers should always seek to treat individual students with sympathy and support.”
- Develop an understanding of the protected characteristics listed in the Equality Act 2010 and gain a historical perspective of how equality and freedoms have been won over time and should not be taken for granted.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

We have reviewed this policy in consultation with parents/carers and have taken into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner.

Teaching of Relationship Education

Relationship Education is delivered by class teachers through lessons in each year group and through Personal Social Health Economic Education (PSHE) sessions. It is also delivered through assemblies where children discuss images taken from current news stories and relate those stories to their own lives while exploring and considering the lives of others.

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

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

At Falconer’s Hill Infant School our PSHE curriculum is based on upon Scarf and No Outsiders.

For more information about our curriculum, see our curriculum overview in Appendix 3.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other

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

Roles and responsibilities

The Board of Trustees will approve the RSE policy, and CEO and School Improvement Leads will hold the headteacher to account for its implementation.

The right to withdraw

Children may not be withdrawn from Relationship Education lessons. There is no reference to sex or reproduction in Relationship Education lessons. Parents have the opportunity to view any new materials being used to teach Relationships Education as and when they are introduced.

Resources

Each InMAT school will appoint a PSHE lead to oversee Relationship Education. The PSHE lead will support and provide resources for each school.

PART 2 – Sex Education

Rationale

At InMAT we place Sex Education firmly within our PSHE curriculum. We believe passionately that our PSHE curriculum will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. Personal development lies at the cornerstone of our InMAT ethos; we are preparing children for life in modern Britain. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

Definition

Sex Education is about physical, moral and emotional development. It is about the understanding of stable and loving relationships, respect, love and care. It involves children acquiring information and being informed about the physical and emotional changes that happen during puberty, forming positive values and attitudes in their family life. Central to this is the growth of self-esteem and taking responsibility for oneself and one's actions.

The word 'sex' is used in its widest form and focuses on differences in gender as well as sexual reproduction. As the children grow older our aim is to help them become aware of, and understand the changes their bodies are starting to make as well as the emotional changes that they may start to feel.

Aims

Our aims in Sex Education are to:

- Teach children the appropriate language to talk about themselves and their bodies and to be able to make informed choices about their bodies when they grow older.
- Inform children about the human reproductive cycle at an age appropriate time.
- Enable pupils to understand and manage their own feelings and emotions as they experience adolescence.
- Promote attitudes of self-respect in our pupils and respect for others.

- Provide channels for our pupils to feel able to communicate their needs and be able to ask for help in an atmosphere where questions relating to sex and relationships can be asked and answered
- Teach pupils about peer pressure and to have the confidence and skills to deal with unwanted pressure; understand that some parts of the body are private and what to do if someone is making you feel uncomfortable.
- Provide children with understanding about personal hygiene and germs, including bacteria, viruses, how they are spread and the importance of keeping our bodies clean.
- Enable children to make sense of the messages that they receive about relationships and growing up from the world around them.
- To enable pupils to differentiate between appropriate / inappropriate behaviour in relationships.
- Provide clear information to parents and carers about the Sex Education and Health Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.
- We will provide opportunities for parents and carers to air their views about our curriculum and we will consider all views given.

Teaching

Sex Education and Health Education, is part of the PSHE curriculum, and is delivered by class teachers.

Although there are not specific Sex Education and Health lessons in Key Stage 1, where children mention their body parts, staff will use the correct names.

Equality of Opportunity

At INMAT we consider that all pupils and adults should have equal access to Sex and Health Education, regardless of gender, race, faith, age, disability, sexual orientation, gender identity.

The right to withdraw

Parents / carers may withdraw their child from Sex Education and Health Lessons. Each school in the trust will inform parents / carers before the lessons are delivered. Parents will have the opportunity to view the lessons and resources in order to make an informed choice about the content before withdrawing their child.

Resources

The PSHE lead in each school will provide lesson plans and resources for Sex Education and Health education.

Staff training

The PSHE lead for the school will lead staff training to ensure all staff are confident in their contribution to the Sex Education and Health policy.

Monitoring arrangements

The delivery of RSE is monitored by the Head Teacher through:

- Individual schools monitoring arrangements.

- Pupils' development in RSE. This is monitored by class teachers as part of our internal assessment systems.
- Local Academy Committee (LAC) members should monitor the delivery and impact of RSE.

This policy will be reviewed by INMAT every 2 years.

At every review, the policy will be approved by the Board of Trustees.

Links with other policies

This Sex Education and Health Policy should be read in conjunction with:

This Policy takes its legal framework from the following legislation and statutory guidance:

- Relationships and education relationships and sex education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

- Keeping children safe in education

[https://www.gov.uk/government/publications/keeping-children-safe-in-education--2#:~:text=Added%20'Keeping%20children%20safe%20in%20education%20\(from%201%20September%202020,to%20KCSIE%2019%20until%20then.&text=Added%20a%20link%20to%20the,%2C%20colleges%20and%20other%20providers'.](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2#:~:text=Added%20'Keeping%20children%20safe%20in%20education%20(from%201%20September%202020,to%20KCSIE%2019%20until%20then.&text=Added%20a%20link%20to%20the,%2C%20colleges%20and%20other%20providers'.)

- Behaviour and discipline in schools

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

- Mental health and behaviour in schools

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

- The SEN Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

➤ The Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance#:~:text=Equality%20Act%20provisions%20which%20came,work%2C%20education%2C%20associations%20and%20transport>

Appendix I: By the end of primary school pupils should know:

Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>

<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
<p>Respectful relationships</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>
	<p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 2: Parent form – withdrawal from sex education within RSE

To be completed by the parents			
Name of Child:		Class	
Name of Parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

Any other information you would like the school to consider	
Parent Signature	

To be completed by the school	
Agreed actions from discussion with parents	

Appendix 3: Our Curriculum Map for PSHE/SRE



Curriculum Requirements		
<p>KS1</p> <p>Pupils should develop knowledge about –</p> <ul style="list-style-type: none"> ● Healthy relationships ● Valuing differences ● Living in the wider community ● Keeping safe ● Health and well-being ● Basic First Aid ● Growing and changing <p>They should –</p> <ul style="list-style-type: none"> ● be able to talk about their own needs, wants and interests. ● share opinions and believes and be considerate of others. ● be able to form positive relationships with children and adults. ● be able to resolve minor conflicts and reach a mutual agreement. ● know how to seek support when needed. 		
<p>EYFS Prior Knowledge before starting KS1:</p> <ul style="list-style-type: none"> ● knowing what a feeling is ● doing nice things make us happy ● to know that we are all different in many ways (hair, skin, religion, families) ● being kind to others make sus happy ● There are four seasons <p>EYFS Prior Skills before starting KS1:</p> <ul style="list-style-type: none"> ● to be able to share feelings with others ● to talk about what I'm good at and what I enjoy ● to be able to identify differences between myself and my friend ● to know how to be kind and help others ● to be able to listen and take turns ● to describe the seasons 		
<p>KS1 PSHE Strands outlined in the Children and Social Work Act (2017)</p>		
<p>Autumn Relationships Trust No Outsiders Scarf – Keeping Safe</p>	<p>Spring Health and well-being Scarf – Valuing Differences/ Growing and Changing</p>	<p>Summer Living in the wider community Scarf – Being my best / Rights and Respect</p>

EYFS Progression of Skills and Assessment check points – Personal Social, Emotional Development							
Autumn		Spring		Early Learning Goals - Summer			
Self-Regulation		Managing Self		Building Relationships			
Three – Four Years		Reception		Writing - ELG			
Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of rule. Develop appropriate ways of being assertive. Talk about their feelings using words like, 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling		See themselves as a valuable individual. Express their feelings and consider the feelings of others. Identify and moderate their own feelings, socially, and emotionally. Think about the perspectives of others		Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. PSED.S-R.ELG Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. PSED.S-R.ELG Give focussed attention to what attention to what the teacher says, responding appropriately even when engaged in an activity to follow instructions, involving several ideas or actions. PSED.S-R.ELG			
Manage own emotions and feelings	I can confidently talk about my emotions using my words such as 'happy' 'sad' 'angry' or 'worried'.		I moderate my feelings and emotions e.g., calming down after being upset		I confidently talk about my emotions and feelings and explain how and why I feel the way I do with good understanding. PSED.S-R.ELG		
Understands other emotions and feelings	I am beginning to understand how others might be feeling through facial expressions and body language.		I consider the feelings of others e.g., going to children who are upset.		I can understand why others may feel happy or sad because of events that have happened. PSED.S-R.ELG		
Behaviour	I am following rules more without reminders.	I understand why we have rules.	I am assertive in appropriate ways and use talk to resolve conflicts.		I can work towards goals and show patience towards others and control my own behaviour without reminders from adults. PSED.S-R.ELG	I listen to the teacher and respond to them appropriately. PSED.S-R.ELG	I follow instructions from my teacher, even when given several actions. PSED.S-R.ELG
Managing Self							

<p>Three - Four Years</p> <p>Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.</p>		<p>Reception</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Manage their own needs.</p>		<p>Writing-ELG</p> <p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. PSED.MS.ELG.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. PSED.MS.ELG.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. PSED.MS.ELG.</p>	
<p>Understanding myself, my preferences, and emotions.</p>	<p>I have a preference when playing. e.g., small world or outdoors</p>	<p>I am showing resilience in the face of challenges e.g., opening my drink</p>		<p>I am confident when trying new activities. PSED.MS.ELG.</p>	<p>I show preference in the face of challenge. PSED.MS.ELG.</p>
<p>Following rules</p>	<p>I am becoming more responsible.</p>	<p>I am following the rules of my setting with reminders.</p>	<p>I am following rules without reminders.</p>	<p>I can explain the reasons for why we have rules. PSED.MS.ELG.</p>	<p>I know right from wrong, and I try to behave accordingly. PSED.MS.ELG.</p>
<p>Managing my needs and feelings.</p>	<p>I am beginning to understand I need to look after myself e.g., keeping safe, going to the toilet.</p>	<p>I am managing my own needs more frequently.</p>		<p>I am developing in confidence, independence, resilience, and perseverance. PSED.MS.ELG.</p>	<p>I am managing my own basic hygiene and personal needs, e.g., dressing, toileting, and healthy food choices. PSED.MS.ELG.</p>
<p>Building Relationships</p>					
<p>Three - Four Years</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>		<p>Reception</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p>		<p>Writing - ELG</p> <p>Work and play co-operatively and take turns with others. PSED.BR.ELG</p> <p>Form positive attachments to adults and friendships with peers. PSED.BR.ELG</p> <p>Show sensitivity to their own and to other's needs. PSED.BR.ELG</p>	
<p>Confidence</p>	<p>I am becoming more outgoing with unfamiliar people within</p>	<p>I know people should listen to me just as I should listen to them.</p>		<p>I show confidence when playing and talking to adults and friendship peers. PSED.BR.ELG</p>	

KS1 PSHE Strands outlined in the Children and Social Work Act 2017

Year 1				
KS1 Knowledge End Points: Health and well-being:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 1 Autumn 2	Spring 1 Spring 2	Summer 1 Summer 2
<p>Health and well-being:</p> <ul style="list-style-type: none"> self-confidence needs to be built upon online safety a healthy life style. to know what a healthy lifestyle looks like Growth and changing Rights and responsibilities <p>Relationships:</p> <ul style="list-style-type: none"> families are important for children growing up because they can give love, security, and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to- 	<p>Key Substantive Knowledge</p>	<p>Me and my relationships (InMAT)</p> <ul style="list-style-type: none"> Describe different feelings and how they can make our bodies feel. To know some strategies of dealing with 'not so good' feelings. To understand how our actions can hurt the feelings of others. To recognise the special qualities in family and friends. To know which special people keep us safe and how. To know how to deal with conflict in relationships. <p>Valuing Differences (Scarf)</p> <ul style="list-style-type: none"> To know the key differences between teasing, being unkind and bullying. To recognise that everyone is different and will have different thoughts and ideas. To celebrate and begin to show empathy for those who are different. To identify those who are special to them (and their special qualities). To identify ways in which we can show kindness towards others and how that makes them feel. 	<p>Health and wellbeing (InMAT)</p> <ul style="list-style-type: none"> To know that our bodies need healthy foods, exercise, oxygen, and sleep for energy. To recognise emotions and physical feelings associated with feeling unsafe. To learn the PANTS rule and which parts of my body are private. To understand that medicines can sometimes make people feel better when they're ill. To talk about safety and responsibility around medicines. <p>Living in the wider world (Scarf)</p> <ul style="list-style-type: none"> We respect each other in school and in the wider community. To know how to look after the local community. Families and people who care for me that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. To know how we earn money and the importance of saving 	<p>Health and Wellbeing (InMAT)</p> <ul style="list-style-type: none"> To identify ways of taking care of their health. To identify how others take care of their environment. To take care of something or someone else. To talk about the importance of looking after money. To learn what to do when someone is injured. <p>Rights and Respects (Scarf)</p> <ul style="list-style-type: none"> To think of what babies, need to stay happy and healthy. To identify the changes, they have made since they were a baby. To identify the difference between a surprise and a secret. To identify who they can talk to about secrets. To identify body parts which are private. To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.

<p>KS1 Skills End Points:</p> <p>Children will be able to –</p> <ul style="list-style-type: none"> critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. ask for advice or help for themselves or others, and to keep trying until they are heard. report concerns or abuse, and the vocabulary and confidence needed to do so. seek advice e.g., family, school and/or other sources. to be able to set achievable goals and know what steps need to be taken in order to achieve them 	<p>Subject Disciplinary (Skills)</p>	<ul style="list-style-type: none"> To recognise and be sensitive to the differences in others. To name people who help me and describe ways to help others. To talk about different feelings and what can cause them. To identify which trusted adults I can ask for help. To be able to offer help to a friend if they are sad or worried. To recognise ways in which people are similar and different. To understand why things sometimes seem unfair to myself and others. To discuss what bullying is. To recognise and show kindness towards others. 	<ul style="list-style-type: none"> To talk about the things my body needs to stay well (exercise, sleep, healthy foods) To recognise what I can do if I have strong, but not so good feelings, to help me stay safe. To know when to say 'no' to unwanted touch and ask for help from a trusted adult. To understand that medicines can be helpful or might be harmful. To understand how to stay safe around medicine. To explain what money is spent on and how to save money. 	<ul style="list-style-type: none"> To know how to wash my hands correctly. To identify ways to look after my home and school. To identify ways to show special people or things that they care To recognise if someone has hurt themselves and be able to offer help. To discuss some things that babies need. To recognise what I can do now that I couldn't do as a toddler and some things that I am still learning to do. To understand how safe secrets and surprises make me feel and who to talk to if I am worried. To identify and name the body parts girls and boys have that are the same and which body parts are different. To know and name the adults I can talk to at home and school if I need help.
School Experiences				
	<ul style="list-style-type: none"> Road safety training RE SMART days to learn about other cultures and valuing differences Cinema trip enrichment 		<ul style="list-style-type: none"> Children will learn about their school environment and how to look after it by walking around school. School governor visit- Rachel and Jax 	<ul style="list-style-type: none"> Walk to DCP looking at our local environment, how to look after it and applying our knowledge of road safety. Basic First Aid training Life Education Workshop

KS1 Knowledge End Points:	Year 2			
	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 1 Autumn 2	Spring 1 Spring 2	Summer 1 Summer 2
Health and well-being: <ul style="list-style-type: none"> Growth and changing Rights and responsibilities Relationships: <ul style="list-style-type: none"> families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 	Substantive Knowledge	Relationships (InMAT) <ul style="list-style-type: none"> To recognise my feelings and describe them. Recognise that people have different ways of expressing their feelings. To identify different ways to respond to the feelings of others. To recognise the differences between bullying, unkind behaviour, or teasing. To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset. To recognise a healthy friendship and its qualities Me and Relationships (Scarf) <ul style="list-style-type: none"> To identify differences and similarities between others. 	Living in the wider world (InMAT) <ul style="list-style-type: none"> How do I make you welcome? How do I make sure everyone understands? How can we look after our community? How can I save energy? What do I need, what do I want? Why do we need to save money? Keeping Safe (Scarf) <ul style="list-style-type: none"> To explain simple issues of safety and responsibility about medicines and their use. To identify situations in which they would feel safe or unsafe. To recognise that body language and facial expression 	Health and well-being (InMAT) <ul style="list-style-type: none"> To make informed choices about my health To use correct names for body parts (boys and girls) To explain that a person's genitals help them to make babies. To recognise what I am good at and set myself goals. Being my best (Scarf) <ul style="list-style-type: none"> To know how to stay safe online. To know how to stay safe outside. Explain the stages of the learning line showing an understanding of the learning process. To understand the importance of good hand and dental hygiene. To recognise what the body needs to have energy and stay well.

FHIS PSHE Progression of Knowledge and Skills

Sophie Hume

<ul style="list-style-type: none"> most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Living in the wider community: <ul style="list-style-type: none"> how we are all different but share common values we have a collective responsibility to look after our community. people work and are paid in money. saving money helps us to plan for our future 	<ul style="list-style-type: none"> Recognise and explain how a person's behaviour can affect other people. To learn and use different ways to show good listening. Explain how it feels to be part of a group and left out of a group. To recognise and talk about acts of kindness and how they can impact others. 	<p>can give clues as to how comfortable and safe someone feels in a situation.</p> <ul style="list-style-type: none"> "To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. " To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch. 	<ul style="list-style-type: none"> To identify parts of the body that process food and create energy.
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<p>KST Skills and End Points: Children will be able to –</p> <ul style="list-style-type: none"> critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. ask for advice or help for themselves or others, and to keep trying until they are heard. report concerns or abuse, and the vocabulary and confidence needed to do so seek advice e.g., family, school and/or other sources 	<p>Subject Disciplinary (Skills)</p> <ul style="list-style-type: none"> To understand that we have different ways to express our feelings. To express my feelings in a safe and controlled way. To recognise ways that I can get help, if I am being bullied and what I can do if someone teases me. To explain to someone how they are making me feel. To recognise qualities which makes a good friend and discuss how I try to be a good friend. To be respectful of those who are different to me. To describe how someone can change someone else's feelings. To understand why it is important to show good listening to people who think differently to me. To name and suggest strategies to someone who feels left out. To demonstrate being kind and the use of kind words to my friends. 	<ul style="list-style-type: none"> To identify how to keep myself safe around medicines. To explain that they can be helpful or harmful and say how they can be used safely. To use 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. To be able to explain what I do and don't like and who to ask for help. To demonstrate and explain some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. To understand examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. 	<ul style="list-style-type: none"> To explain what happens when I learn something new. To understand how setting a goal or goals will help me to achieve what I want to be able to do. To recognise how hand hygiene stops viruses and germs from spreading. To discuss examples of what I can do and give to my body to stay healthy. To identify and name different parts of my body that are inside me and help to turn food into energy.
	School Experiences		
	<ul style="list-style-type: none"> Road safety training RE SMART days to learn about other cultures and valuing differences Cinema trip enrichment 	<ul style="list-style-type: none"> Children will learn about their school environment and how to look after it by walking around school. School governor visit- Hachnei and Jax 	<ul style="list-style-type: none"> Walk to DCP looking at our local environment, how to look after it and applying our knowledge of road safety. First Aid training