



RSHE (Relationships, Sex & Health  
Education) Policy  
(incorporating PSHE (Personal, Social, Health  
and Economic))

Written: July 2022

Approved by *Governors* on: 29.9.22

Signed by Chair: A Green

Review on: July 2025

## School Vision

**'Love one another as Jesus loved us.'** (John 13 v 34-35)

*Jesus said, 'Love one another as I have loved you'.*

*Through God's love and our Christian Values, we encourage each individual to love, respect and value themselves and others.*

*We encourage and nurture the growth of every individual and their uniqueness so that all flourish and become all that they can be and all that God made them to be.*

## Healthy School

St. Mary's is a Healthy School with healthy attitudes embedded in the curriculum and extra-curricular activities. Children are encouraged to be active and maintain healthy relationships with their peers and adults as well as making choices about healthy lifestyles.

## Building Learning Power Statement

At St. Mary's, we encourage all pupils to build their own learning power. Building Learning Power emphasises the development of lifelong learning values and skills. We aim to ensure that all children develop persistence and curiosity for learning and become adventurous risk takers who are not afraid of the 'don't know' state of mind. At

St. Mary's, children will develop the ability to take responsibility for their own learning and self-assess and be able to articulate themselves as a learner. They will have the opportunity to develop the ability to know what's worth learning, know how to face confusion and know the best learning tool for the job.

## Rationale: Why is RSHE important?

- From September 2020, the teaching of Relationships Education and Health Education became statutory and is embedded within our RSHE curriculum.
- **As a voluntary aided primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). However, we are not required to provide sex education but we do need to teach the elements contained in the science curriculum. In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).**
- RSE plays a vital part in meeting the schools' safeguarding obligations as outlined in the updated Keeping children safe in education - Statutory guidance for schools and colleges (September 2022).
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that Relationships and Sex Education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.'
- Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

The aim of RSHE education is to assist our children and young people in acquiring the knowledge, understanding and skills they need to manage their lives; both whilst they are at school and in the future. Relationships, Sex and Health Education, including Citizenship and PSHE, has a place in all aspects of learning here at St Mary's and is intrinsic to every single lesson of the curriculum. It contributes to the development of a child's individual identity, sense of self-esteem, direction in life, and the ability to be resilient whilst helping to widen a pupil's emotional development and maturity. It is about the emotional, social and cultural development of pupils, and involves learning about relationships, similarities and differences between ourselves and other people's families, healthy lifestyles, diversity and personal identity.

Throughout the pupil's RSHE education here at St Mary's they will consider themselves as individuals, family members and members of a community and the wider society in the world in which they live, thus valuing and respecting their contributions to each setting. RSHE education can make "a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour, their safety and their wellbeing" (PSHE Association, 2014). Our RSHE programme takes into consideration that pupils will be at very different stages of personal development when they enter the school, according to different life experiences at home and therefore, our programme of study has three core themes:

- Health and wellbeing
- Relationships
- Living in the wider world (including British Values, Global Citizenship and Economic Awareness)

It is understood that these are not three unrelated themes but rather three themes that are clearly interlinked and taught as such throughout the entire curriculum taking into account the spiritual, moral, social and cultural understanding and development of the children.

**Aims:**

To enable all children to 'Love one another as Jesus loved us' and achieve their full potential, the overarching aim for the RSHE education and curriculum at St Mary's CE Primary School is to provide all pupils with:

- Accurate and relevant knowledge and use of correct vocabulary
- Opportunities to turn that knowledge into a personal understanding relating it to personal experiences at every level
- The development of positive social interaction and the skills to live with, work with and respect others in their local community and the wider world context and developing a positive culture around issues of relationships and sexuality
- A development of a personal identity and high levels of self-respect, confidence, empathy, motivation, engagement and enthusiasm
- Opportunities to explore, clarify and challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

## **Objectives:**

Our school vision 'Love one another as Jesus loved us' reflects what we hope to achieve through the RSHE and Citizenship curriculum. We aim to provide all pupils with the opportunity to:

- develop their own identity and self (including their personal qualities, attitudes, skills, attributes and achievements)
- develop their personal relationships with others (including different types and in different contexts and settings)
- enhance their own self-esteem and self-belief
- develop their motivation, engagement and passion for learning
- develop a responsibility for one's own actions with an understanding of consequences
- develop a high level of independence with the ability to make informed choices and decisions
- develop team work and collaboration skills with an ability to listen, respond and support in a positive manner
- develop a healthy balanced life-style (including physically, emotionally and socially) with an understanding of relationships, exercise, nutritional balanced diet, saving and spending
- develop a sense of taking risks within a safe context using informed and reasoned choices
- develop an understanding for diversity and equality in all forms
- develop an understanding of rights and responsibilities in a variety of contexts (including fairness and justice)
- develop the ability to recognise and deal with change and transition, developing a sense of resilience
- develop spiritually within the wider world context taking into consideration their spiritual, moral, social and cultural influences and understanding
- develop the ability to recognise theirs and others feelings and manage the impact of their behaviour
- develop an understanding of enterprise and economic well-being to ensure they develop positive strategies when dealing with their own financial issues
- develop the ability to play an active role in a democratic society and be an active citizen

## **Planning and the Curriculum**

At St Mary's CE Primary School, we believe that RSHE and Citizenship are intrinsic to every single lesson of the primary curriculum. The values and aims underpin the Christian ethos of the school using our Christian values. Every class has RSHE themes planned to be covered throughout each academic year and these are progressive and sequential. The RSHE long term plan and progression documents are in line with the National Curriculum 2014 . They also reflect the 2020 RSE statutory requirements. Opportunities are planned for pupils to develop an understanding of themselves in local

and global contexts, to develop their understanding of British Values and gain a sense of economic awareness. In the Foundation Stage the children carry out activities related to the early learning goals and follow similar themes that can be found in Key stage 1 and 2. In addition, pupils will also celebrate special days and events.

### **Subject Content**

Our RSHE curriculum is set out in Appendix 1 and includes our RSE (Relationships and Sex Education) and the PSHE (Personal, Social, Health and Economic) curriculum as well as links to British Values and the protected characteristics. We have developed the curriculum in consultation with parents, staff and Governors. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

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

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

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

### **Delivery of Curriculum**

A range of teaching and learning strategies are utilised throughout the RSHE and Citizenship learning to maximise the children's opportunities to develop their understanding, including:

- circle time, including spiritual reflection
- role-play,
- discussion - whole class, small group,
- in -class debates
- 1:1, visitors e.g. PCSO , Fire Brigade, School Health Advisor ...,
- stories e.g. exploring behaviour of characters,
- creative activities,
- pupil initiated activities
- time for independent reflection
- the use of ICT
- whole school worship

- theme weeks
- awareness days
- visits by health professionals

Pupils in Year 5 and 6 also receive stand-alone puberty sessions delivered by a trained health professional, parents are notified of these talks in advance. These sessions are taught in single sex groupings.

There are timetabled RSHE lessons in KS1 and KS2, and specific events and activities, as well as through other subjects. There will also be opportunities during collective worship e.g. stories and discussion, celebration assembly (see worship plan.) The whole school ethos promotes our work in RSHE and Citizenship, as set out in our vision. In the Foundation Stage, RSHE is taught throughout the whole curriculum and in circle time sessions.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes provide opportunities to use circle time to promote and discuss issues within RSHE and Citizenship,

The elected School Council and Ethos Group are actively involved in promoting RSHE and Citizenship issues, as are our Health Champions and Sports Ambassadors.

### **Cross Curricular links**

Links are made with PSHE and Citizenship in other curriculum areas as appropriate e.g. RE, PE, science, geography, computing and in topic planning. Links are also made in whole school events such as Friendship week, healthy schools week (which incorporate sports days), e safety week and mental health and wellbeing awareness day.

### **Answering questions**

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSHE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the RSHE leader/ Designated Person for Child Protection. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously. When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the Designated Person for Child Protection, in line with school policy and procedures. Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- Staff will set the tone by speaking in a matter-of-fact way
- Pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket (KS2)
- Staff/Health professionals (e.g. school nurse) will not respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- If a verbal question is too personal, staff will remind the pupils of the ground rules
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole-class, or raises concerns, staff will acknowledge it and attend to it later on an individual basis
- Staff will not provide more information than is appropriate to the age of the pupil
- If staff are concerned that a pupil is at risk of abuse, the Designated Person for Child Protection will be informed and the usual child protection procedures followed

### **Equal Opportunities**

At St Mary's CE Primary School, all children and young people, whatever their experience, background or identity are entitled to good quality RSHE that helps them build a positive sense of self and to stay healthy. Respect for themselves and each other is central to all teaching. We have a clear duty under the Equality Act 2010 to ensure that our RSHE teaching is accessible to all pupils and we do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

We also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

RSHE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships. Teacher's personal beliefs, values and attitudes will not affect their teaching of RSHE. We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all. Responding to pupils' diverse learning needs Considerations will be made for:

- Religious and cultural diversity
- Differing gender needs and abilities, including SEND
- Diverse sexuality of pupils
- Homophobic/transphobic bullying and behaviour
- Pupils' ages and physical and emotional maturity
- Pupils who are new to English Ethnicity, religion and cultural diversity

The school will ensure:

- approaches to teaching and learning take into account all needs of the pupils to ensure all can access the full RSHE provision
- staff approach RSHE sensitively, as pupils are all different, with different types of family
- staff encourage pupils to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes
- RSHE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves

### **Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Pupils are given positive reinforcement that celebrates their achievements. Pupil books are monitored as part of our work scrutiny and feedback given to provide information to inform whole school evaluation and strategic planning. Assessment grids are completed that match the assessment end points identified for each year group. Each child is given a 'emerging', 'expected' or 'exceeded' judgement at the end of an academic year. Pupil achievements are reported to parents formally on an end of year report.

### **Roles and responsibilities**

#### **The governing body**

- The governing body is responsible for ensuring that the headteacher implements this policy.
- The governing body has delegated the approval of this policy to the Policy and Curriculum Sub Committee

#### **The headteacher**

- The headteacher is responsible for ensuring that RSHE is taught consistently across the school.
- The school does not teach anything outside what is a statutory requirement in the Physical Health and Mental Wellbeing guidance. Therefore managing requests to withdraw pupils is not applicable.

#### **Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils

All Teaching and Teaching Assistants at this school are responsible for teaching or supporting the teaching of RSHE. Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.



## **Pupils**

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

## **Parental and Community Involvement**

At St Mary's CE Primary School we believe that to maximise the children's learning within RSHE and Citizenship they need the opportunity to experience a wide variety of outside agencies within their curriculum. We welcome links with:

- Oldham Police and PCSO
- The Prison Service (Actions Have Consequences)
- Ambulance Service
- NSPCC
- Fire Service
- Clergy from St Mary's Church and representatives from Manchester Diocese
- Groundbreakers Team
- Health Authority
- Local Organisations such as ASDA
- St Mary's Support Group
- School Governors
- Oldham Mosque, Hindu temple, Jewish Museum and Sikh Temple
- Oldham Mayor and Youth Mayor
- Close liaisons Crompton House Secondary School
- Oldham Road Safety Team
- Bikeability

Parents are also invited to join in events in school, including worship and workshops on relevant themes. Parents are regularly informed of events and developments on the school newsletter and website.

## **Policy development**

This policy has been developed in consultation with staff, parents and Governors. The consultation and policy development process involved the following steps:

1. Review - a member of staff and collaboration across schools pulled together all relevant information including relevant national and local guidance
2. Staff consultation - school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - parents and any interested parties were invited to attend a meeting about the policy
4. Ratification - once amendments were made, the policy was shared with governors and ratified

**Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education as the school does not teach anything outside that which is statutory.

**Training**

Staff are trained on the delivery of RSHE as part of our continuing professional development. Visitors from outside the school, such as school nurses and LA advisory leads, are invited to provide support and training to staff teaching RSHE.

**Monitoring arrangements**

The delivery of RSHE is monitored by SLT and the RSHE Subject Leader. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed every three years. At every review, the policy will be approved by the Policy and Curriculum Governor Sub Committee.

**Data Protection - Managing and Storing Information**

The procedures and practice created by this policy has been reviewed in the light of our Data Protection Policy. All documents stored are in accordance with legal requirements where appropriate, and guidance from the Records Management Toolkit for Schools. a) Any disclosures are kept confidentially on CPOMS. Such records are retained for the length of time that the child remains at the school (plus one year) and then removed.

This policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

## Appendix 1

### RSHE Long term plan including RSE and Health Education and the Wider World

Core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the wider World includes: British Values, Global Citizenship, Economic Awareness

The 9 nine protected characteristics are **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Family and people who care for us  Being Safe	Caring friendships  Respectful relationships	Online Relationships  Internet Safety and harms	Mental wellbeing  Basic first aid <i>(Cover end of Spring 1 as part of people who help us)</i>	Health and prevention	Physical health and fitness  Healthy eating
British Values	Tolerance of Different Faiths and beliefs: Diwali and Hannukah  Rule Of Law: Following rules and routines  Mutual Respect: Sharing and turn taking		Tolerance of Different Faiths and beliefs: Chinese New Year  Individual Liberty: Develop self-confidence and self-esteem in their own ability through taking risks on an obstacle course, mixing colours and discuss why different people have different opinions.		Tolerance of Different Faiths and beliefs: Mosque - looking at different places of worship  Democracy: Vote for a person or group that has been the most supportive during sports day. Vote for monitors / helpers etc.... Pupil Survey - understanding their voice and opinion counts.	
Year 1	Family and people who care for us <i>(R1.1)</i>  Being Safe <i>(R5.1)</i>	Caring friendships <i>(R2.1)</i>  Respectful relationships <i>(R3.1)</i>	Online Relationships <i>(R4.1)</i>  Internet Safety and harms <i>(H7.1)</i>	Mental wellbeing <i>(R6.1, R6.2)</i>  Basic first aid <i>(H12.1)</i>	Health and prevention <i>(H11.2, H11.4)</i>	Physical health and fitness <i>(H8.1)</i>  Healthy eating <i>(H9.1)</i>

<b>British Values</b>	<b>Rule Of Law:</b> Following Rules Fair/Unfair, Right/Wrong <b>Tolerance of Different Faiths and beliefs:</b> The Jewish Harvest Sukkot <b>Democracy:</b> Agree class rules		<b>Mutual Respect:</b> Respecting similarities and differences between ourselves and other people's families. Respecting each other even when they are different e.g. physically, character, personality and background		<b>Individual Liberty:</b> Making healthy choices <b>Tolerance of Different Faiths and beliefs:</b> How people of other faiths welcome new babies	
<b>Economic Awareness</b>			<b>Matters : Save or spend ?</b> <b>TwinklMoney</b>			
<b>Year 2</b>	<b>Family and people who care for us</b> (R1.2)  <b>Being Safe</b> (R5.2, R5.3)	<b>Caring friendships</b> (R2.2)  <b>Respectful relationships</b> (R3.2)	<b>Online Relationships</b> (R4.2)  <b>Internet Safety and harms</b> (H7.2, H7.3)	<b>Mental wellbeing</b> (H6.3, H6.4)  <b>Basic first aid</b> (H12.1)	<b>Health and prevention</b> (H11.2, H11.3)	<b>Physical health and fitness</b> (H8.1)  <b>Healthy eating</b> (H9.1)
<b>British Values</b>	<b>Democracy:</b> Election of School Council <b>Tolerance of Different Beliefs and Faiths:</b> Different faiths have different holy books <b>Rule of Law:</b> Bullying is wrong		<b>Individual Liberty:</b> Making the correct, healthy choices, making good choices about to stay safe on line, how to raise money for MacMillan Coffee morning <b>Mutual Respect:</b> Co-operation / Treat each other with respect, including those in authority		<b>Mutual respect:</b> Respect other people's privacy <b>Tolerance of Different Faiths and beliefs:</b> Where do people of other faiths worship ?	
<b>Global Citizenship</b>					<b>One World: Families, The Environment and Caring for our Planet</b>	
<b>Year 3</b>	<b>Family and people who care for us</b> (R1.3)  <b>Being Safe</b> (R5.4)	<b>Caring friendships</b> (R2.3)  <b>Respectful relationships</b> (R3.3, R3.4)	<b>Online Relationships</b> (R4.1)  <b>Internet Safety and harms</b> (H7.3, H7.4)	<b>Mental wellbeing</b> (H6.5, H6.6)  <b>Basic first aid</b> (H12.2)	<b>Health and prevention</b> (H11.1, H11.5)	<b>Physical health and fitness</b> (H8.2)  <b>Healthy eating</b> (H9.1)

<b>British Values</b>	<b>Rule of Law:</b> How/why rules and laws are made and enforced, including school rules <b>Democracy:</b> Election of School Council <b>Individual Liberty:</b> Making the correct, healthy choices <b>Tolerance of Different Faiths and beliefs:</b> Jewish Faith - Sukkhot		<b>Tolerance of Different Faiths and beliefs:</b> Jewish Faith - Passover		<b>Mutual Respect:</b> <i>Recognise peoples' feelings and realising that most friendships have ups and downs R2.4</i> <i>Show, respect, constructively challenge different points of view R3.5</i> <i>Personal boundaries R5.3</i> <b>Tolerance of Different Faiths and beliefs:</b> Jewish Faith - sacred books, sacred places, visit to Jewish Synagogue	
<b>Economic Awareness</b>			<b>Money Matters:</b> <b>Where does money come from?</b> <b>Lending and Borrowing</b> <b>Budgeting.</b>			
<b>Year 4</b>	<b>Family and people who care for us</b> (R1.4)  <b>Being Safe</b> (R5.5, R5.6)	<b>Caring friendships</b> (R2.4)  <b>Respectful relationships</b> (R3.5)	<b>Online Relationships</b> (R4.2)  <b>Internet Safety and harms</b> (H7.3, H7.4)	<b>Mental wellbeing</b> (H6.7)  <b>Basic first aid</b> (H12.2)	<b>Health and prevention</b> (H11.2, H11.5)	<b>Physical health and fitness</b> (H8.3)  <b>Healthy eating</b> (H9.2)
<b>British Values</b>	<b>Democracy:</b> Election of School Council <b>Rule of Law:</b> How/why rules and laws are made and enforced, including health and Safety rules <b>Tolerance of Different Faiths and beliefs:</b> Hindu festival of light		<b>Respect:</b> 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		<b>Tolerance of Different Faiths and beliefs:</b> Hinduism - sacred books, sacred places, the pilgrimage. Visit to Hindu Mandir <b>Individual Liberty:</b> Keeping yourself safe, Debates around topical issues which allow children to reflect on their differences and understand everyone is free to have different opinions	
<b>Global Citizenship</b>			<b>One World:</b> <b>Climate change</b> <b>Urban and Rural Inequality</b> <b>Organisations</b>			
<b>Year 5</b>	<b>Family and people who care for us</b> (R1.5)  <b>Being Safe</b>	<b>Caring friendships</b> (R2.5)  <b>Respectful relationships</b>	<b>Online Relationships</b> (R4.2, R4.3)  <b>Internet Safety and harms</b>	<b>Mental wellbeing</b> (H6.8, H6.9)  <b>Basic first aid</b> (H12.2)	<b>Health and prevention</b> (H11.3, H11.4)	<b>Physical health and fitness</b> (H8.2, H8.4)  <b>Healthy eating</b>

	(R5.7, R5.8)	(R3.6)	(H7.3, H7.5)		<b>Drugs, alcohol and tobacco</b> (H10.1)	(H9.3) <b>Changing adolescent body</b> (H13.1)
<b>British Values</b>	<b>Democracy:</b> Election of School Council, Visit to Oldham Chambers <b>Respect</b> Similarities and differences (family, culture, ethnicity, racial./religious diversity, age, sex, gender identity, sexual orientation and disability)		<b>Individual Liberty:</b> choices we make to stay safe, taking risks and challenge themselves to be the best that they can be. <b>Rule of Law:</b> (History Link - Crime and punishment from Anglo Saxon - present day)		<b>Tolerance of Different Faiths and beliefs:</b> <i>Sikhism</i> - rules, sacred books. How important are holy books in other faiths? sacred places Sikh Gurdwara Visit & Festivals. pilgrimage – The Golden Temple in Amritsar.	
<b>Economic Awareness</b>					<b>Money Matters:</b> <b>Borrowing and Saving</b> <b>Value for money</b> <b>Money and the wider world</b>	
<b>Year 6</b>	<b>Family and people who care for us</b> (R1.6)  <b>Being Safe</b> (R5.7, R5.8)	<b>Caring friendships</b> (R2.5)  <b>Respectful relationships</b> (R3.7, R3.8)	<b>Online Relationships</b> (R4.4, R4.5)  <b>Internet Safety and harms</b> (H7.3, H7.6)	<b>Mental wellbeing</b> (H6.9, H6.10)  <b>Basic first aid</b> (H12.2)	<b>Health and prevention</b> (H11.3, H11.6)  <b>Drugs, alcohol and tobacco</b> (H10.1)	<b>Physical health and fitness</b> (H8.3, H8.4)  <b>Healthy eating</b> (H9.2, H9.3)  <b>Changing adolescent body</b> (H13.2)
<b>British Values</b>	<b>Democracy:</b> Election of School Council, Links to parliament <b>Individual Liberty:</b> Resisting pressure / asking for help and having the vocab. to do so <b>Respect</b> Media images - effect on young people R4 Respecting ourselves and each other and our uniqueness Viewpoints - debate topical issues, problems and events				<b>Tolerance of Different Faiths and beliefs:</b> <i>Islam</i> Rules, sacred books, sacred places, pilgrimage - Hajj Mosque visit <b>Individual Liberty:</b> taking risks and choices how far to challenge themselves (residential Visit) <b>Respect:</b> for self and keeping a healthy lifestyle <b>Rule of Law:</b> Age limits and restrictions.	
<b>Global Citizenship</b>	<b>Our World:</b> <b>Global warming</b> <b>Use of water and energy</b>					



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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>



Online relationships	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>● Where to get advice e.g. family, school and/or other sources</li> </ul>