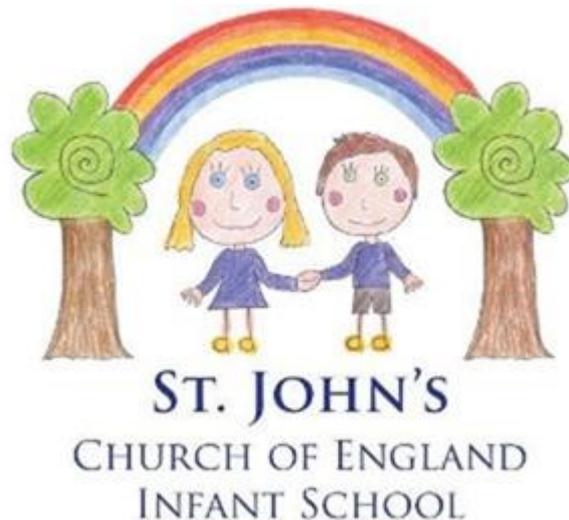


# Relationships, Sex and Health Education Policy

St John's C of E Infant School



<b>Approved by:</b>	Mrs. Marion Stevens	<b>Date:</b> May 2021
<b>Last reviewed on:</b>	N/A	
<b>Consulted with parents:</b>	26 <sup>th</sup> May 2021	
<b>Next review due by:</b>	March 2023	

# Contents

1. Aims .....	2
2. Statutory requirements .....	2
3. Policy development.....	3
4. Definition .....	3
5. Curriculum .....	3
6. Delivery of RSHE .....	3
7. Roles and responsibilities .....	4
9. Training .....	4
10. Monitoring arrangements.....	5
11. Safeguarding and confidentiality.....	5
Appendix 1: Curriculum map .....	6
Appendix 2: By the end of Infant school pupils should know: .....	18

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## 1. Aims

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

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

At St John's we wish to develop children who have an understanding of what it takes to be a responsible citizen of the world. Our core Christian values help to ensure we develop both as local and as global citizens. The aim being that every pupil is able to flourish, be confident, celebrate their individuality and accepting of others.

## 2. Statutory requirements

We undertake to follow the principles in the Church of England charter for faith sensitive and inclusive relationship education, relationships and sex education (RSE) and health education (RSHE)The school's Child protection and safeguarding policy and rquality policy outline our approach to these important areas. In addition, we also teach the appropriate requirements within the science curriculum.

(**Year 1:** to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Year 2:** notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air, describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene).

As a maintained Infant school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St John's we teach RSHE as set out in this policy

### 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to read and comment about the policy. 26.05.2021
4. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

In Key stage 1 RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

The focus in our school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

RSHE involves a combination of sharing information, and exploring issues and values.

### 5. Curriculum

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

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

For more information about our curriculum, see our curriculum map in Appendix 1.

### 6. Delivery of RSHE

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

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

- |                                       |  |
|---------------------------------------|--|
| › Families and people who care for me | Values - love and compassion, thankful, forgiveness, trust                         |
| › Caring friendships                  | Values -Love and compassion, friendship, peace, Rainbow rules                      |
| › Respectful relationships            | Values – friendship, love, trust, peace, forgiveness rainbow Rules – be respectful |
| › Online relationships                | Values- trust, online safety, internet safety day                                  |
| › Being safe                          | Values – Trust, safety week summer term NSPCC stay safe speak out                  |

We have produced plans for the development of the whole child with the objectives for all the subjects which directly or indirectly teach the RSHE curriculum. These include worship, story project, PSHE, RE, Science and British values. The teaching of RSHE is inclusive of all, with resources available to meet the needs of all learners and is appropriate for their age and stage of development.

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).

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

## **7. Roles and responsibilities**

### **7.1 The governing body**

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

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school and the policy is reviewed regularly and updated as necessary.

### **7.3 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
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components 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.

Reception Teachers

Year One Teacher

Year Two Teacher.

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

## **9. Training**

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

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

## 10. Monitoring arrangements

The delivery of RSHE is monitored by Mrs Marion Stevens Headteacher through:

drop in and formal observations, displays, learning walks, pupil discussions and staff discussions.

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

This policy will be reviewed by Mrs Marion Stevens Headteacher every 3 years.

At every review, the policy will be approved by the governing body.

## 11. Safeguarding and Confidentiality

At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Disclosures made during lessons will be handled in line with the School Safeguarding policy:

Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

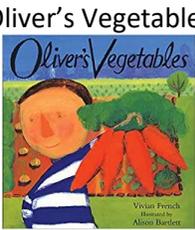
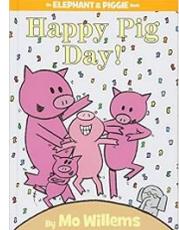
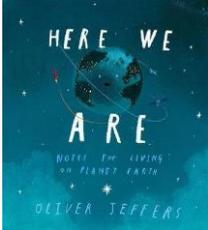
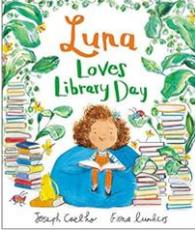
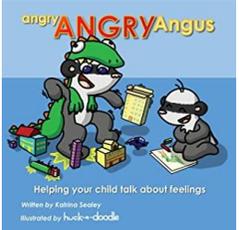
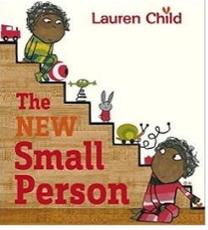
<http://www.stjohns-farnham.surrey.sch.uk/StJohns/media/Documents/Child-Protection-policy-procedures.pdf>

## Appendix 1: Curriculum map

St John's C of E Infant school

Add the whole child development documents for each year group.

### Early Years Whole child development Curriculum

	Autumn			Spring			Summer		
RE	Harvest it's good to share	Why do we celebrate?	Who travelled to Bethlehem?	This is the world that god Made?	Who did Jesus spend time with?	Easter -new life all around	Our church school: Why do we have assembly?	Who was a friend of God?	Our Church School: Why do we visit the church?
Values Collective worship	Thankfulness	Peace	Love and compassion	Forgiveness	Trust	Friendship			
Story Project RSHE									
RHSE Relationship and health	<p><b>Our school believes that you are loved and welcomed into the family of God.</b></p> <ul style="list-style-type: none"> <li>Families are places where people grow and can be safe and are given love.</li> <li>Talk about our families and the people who give us love.</li> <li>People in my school have different kinds of families who look after them.</li> <li>My school is another kind of family where I am safe and am given love.</li> <li>What bullying is and how to get help if you feel you are being bullied.</li> <li>How to ask for help if I feel unsafe.</li> </ul>			<p><b>I am special and my school believes I am loved and made by God.</b></p> <ul style="list-style-type: none"> <li>The internet can be a useful and good thing.</li> <li>Spending too much time online or watching screens is not good for us.</li> <li>Sometimes people on the internet can be nasty, lying and unkind.</li> <li>Some games and websites and apps are not right for children to be able to use.</li> <li>We all have emotions that are usual.</li> </ul>			<p><b>Talk about why I am worth looking after and can show understanding of what most Christians believe about why I am worth looking after.</b></p> <ul style="list-style-type: none"> <li>That our bodies belong to us and that there is safe and unsafe touching.</li> <li>How to ask for help if I feel unsafe.</li> <li>Talk about how to look after my skin in the sun.</li> <li></li> </ul>		

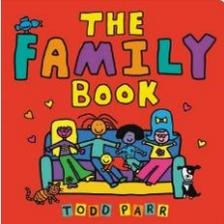
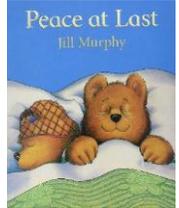
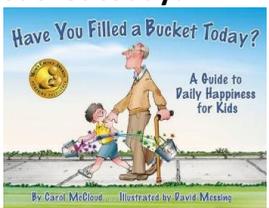
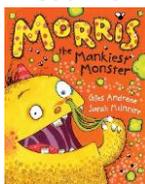
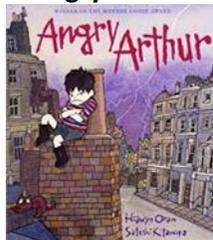
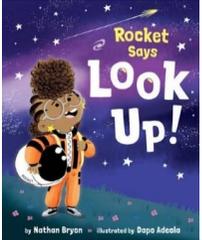
PSED Personal, Social, Emotional Development	Introducing - Rainbow rules, school values and learning tools. Making friends, knowing each other's names Healthy food, harvest and eating school lunches.	Recognising and naming feelings	Resolving conflict Self-esteem and self-belief
	Celebrations- birthdays, Diwali Christmas	Celebrations Chinese New year, Shrove Tuesday, Mother's day, Easter	Celebrations- Father's day, sports day
	Awareness- Anti- bullying, children in need, local food bank	Awareness- Internet safety, The environment	Awareness- NSPCC Sun/water safety
EYFS PSED/ Physical development Assessment	<p><u><i>Making Relationships</i></u> Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p><u><i>Self-confidence and awareness</i></u> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities.</p> <p><u><i>Managing feelings and behaviour</i></u> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p><b>Health and self-care</b></p>	<p><b>Health and self-care</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p> <p><u><i>Making Relationships</i></u> Children play co-operatively, taking turns with others Take account of one another's ideas about how to organise their activity Show sensitivity to others' needs and feelings Form positive relationships with adults and other children.</p> <p><u><i>Self-confidence and awareness</i></u> Children are confident to try new activities, and say why they like some activities more than others Confident to speak in a familiar group Talk about their ideas Choose the resources they need for their chosen activities Say when they do or don't need help.</p> <p><u><i>Managing feelings and behaviour</i></u> Children talk about how they and others show feelings</p>	

	<ul style="list-style-type: none"> <li>• <u>Eats a healthy range of foodstuffs and understands need for variety in food.</u></li> <li>• <u>Usually dry and clean during the day.</u></li> <li>• <u>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</u></li> <li>• <u>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</u></li> <li>• <u>Shows understanding of how to transport and store equipment safely.</u> <ul style="list-style-type: none"> <li>• <u>Practices some appropriate safety measures without direct supervision</u></li> </ul> </li> </ul>	<p><b>Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable</b></p> <p><b>Work as part of a group or class, and understand and follow the rules</b></p> <p><b>Adjust their behaviour to different situations, and take changes of routine in their stride.</b></p>
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**British Values Taught throughout the Year**

<p>British Values Charter</p>	<p style="text-align: center;"><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• We all have the right to be listened to.</li> <li>• We respect everyone and we value their different ideas and opinions.</li> <li>• We have the opportunity to play with who we want to play with.</li> </ul>	<p style="text-align: center;"><b>Respect for the law</b></p> <ul style="list-style-type: none"> <li>• We all know we have rules at school that we must follow.</li> <li>• We know who to talk to if we don't feel safe.</li> <li>• We know right from wrong.</li> <li>• We recognise we are accountable for our actions.</li> <li>• We must work together as a team when it is necessary.</li> </ul>	<p style="text-align: center;"><b>Mutual Respect</b></p> <ul style="list-style-type: none"> <li>• We are all unique.</li> <li>• We respect differences between different people and their beliefs in our community. In this country and all around the world.</li> <li>• All cultures are learned, respected and celebrated.</li> </ul>	<p style="text-align: center;"><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>• We all have the right to have our own views.</li> <li>• We are all respected as individuals.</li> <li>• We feel safe to have a go at new activities.</li> <li>• We understand and celebrate the fact that everyone is different.</li> </ul>
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### Year One Whole Child Development Curriculum

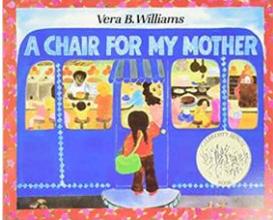
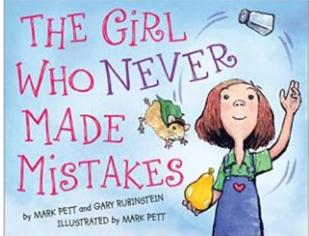
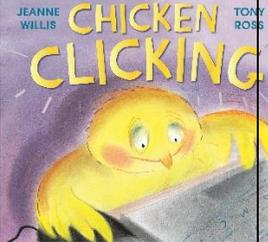
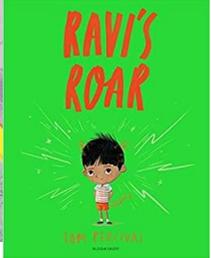
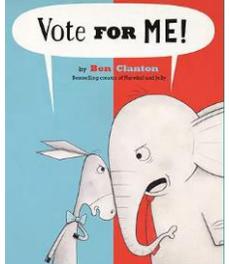
	Autumn			Spring			Summer		
RE	Who is God?	What is the Bible about?	Why do people give presents at Christmas?	Who is Jesus?	Easter Pause day	Is Easter Happy or Sad?	What is important for Muslim families?	Why do Christians pray?	What is a church?
Values Collective worship	Thankfulness		Peace	Love and compassion	Forgiveness		Trust	Friendship	
Story Project RSHE	<b>The family book</b> 		<b>Peace at last</b> 	<b>Have you filled a bucket today?</b> 	<b>Morris the mankiest monster</b> 		<b>Angry Arthur</b> 	<b>Look up</b> 	
RHSE Relationship and health (Goodness and Mercy)	<p>Our school believes that you are loved and welcomed into the family of God.</p> <ul style="list-style-type: none"> <li>Our school believes that you are loved and welcomed into the family of God.</li> <li>Families are places where people grow and can be safe and are given love.</li> <li>People in my school have different kinds of families who look after them.</li> <li>My school is another kind of family where I am safe and am given love.</li> <li>How we can show respect to other people who might be different to us.</li> </ul>			<p>I am special and my school believes I am loved and made by God.</p> <ul style="list-style-type: none"> <li>The internet can be a useful and good thing.</li> <li>Spending too much time online or watching screens is not good for us.</li> <li>Sometimes people on the internet can be nasty, lying and unkind.</li> <li>Some games and websites and apps are not right for children to be able to use.</li> <li>We all have emotions that are usual.</li> <li>Physical exercise and being outdoors and helping other people can make us happy.</li> <li>Taking time to be still, pray or meditate</li> </ul>			<p>Talk about why I am worth looking after and can show understanding of what most Christians believe about why I am worth looking after.</p> <ul style="list-style-type: none"> <li>That our bodies belong to us and that there is safe and unsafe touching.</li> <li>How to ask for help if I feel unsafe.</li> <li>If I do not feel happy or safe in my home family or school family, there is someone to go to for help.</li> <li>Talk about how to look after my skin in the sun.</li> <li>How we can be a good friend.</li> </ul>		

	<ul style="list-style-type: none"> <li>• What bullying is and some of the different ways people bully each other.</li> <li>• How to get help if you feel you are being bullied.</li> </ul>	can help us	
PSED Personal, Social, Emotional Development	Reminder of - Rainbow rules, school values and learning tools. Harvest , sharing	Recognising and naming feelings	Resolving conflict Self-esteem and self-belief
	Celebrations- 5 <sup>th</sup> November, Remembrance Diwali Christmas	Celebrations- , Shrove Tuesday, Mother's day, Easter	Celebrations- Father's day, sports day
	Awareness- Anti- bullying, children in need, local food bank	Awareness- Internet safety, The environment Book Week	Awareness- NSPCC Sun/water safety Staying safe week? Feeling good week?
Key Stage One PSED - POS- PSHE Association			
Health and well-being	H5. simple hygiene routines that can stop germs from spreading. H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. H21. to recognise what makes them special H22. to recognise the ways in which we are all unique. H23. to identify what they are good at, what they like and dislike.	MH11. about different feelings that humans can experience MH12. how to recognise and name different feelings MH13. how feelings can affect people's bodies and how they behave. MH14. how to recognise what others might be feeling MH19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	H8. how to keep safe in the sun and protect skin from sun damage H27. about preparing to move to a new class/year group H29. to recognise risk in simple everyday situations and what action to take to minimise harm. H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
Relationships	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful	R8. simple strategies to resolve arguments between friends positively.

	<p>our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p>	<p>things online</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not.</p>	<p>R24. how to listen to other people and play and work cooperatively.</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help;</p>
Living in the wider world	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations.</p> <p>L4. about the different groups they belong to.</p>	<p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p>	<p>L14. that everyone has different strengths</p>

Key Stage 1 Science				
Science	<ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>			
British Values Taught throughout the Year				
British Values Charter	<p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>We all have the right to be listened to.</li> <li>We respect everyone and we value their different ideas and opinions.</li> <li>We have the opportunity to play with who we want to play with.</li> </ul>	<p><b>Respect for the law</b></p> <ul style="list-style-type: none"> <li>We all know we have rules at school that we must follow.</li> <li>We know who to talk to if we don't feel safe.</li> <li>We know right from wrong.</li> <li>We recognise we are accountable for our actions.</li> <li>We must work together as a team when it is necessary.</li> </ul>	<p><b>Mutual Respect</b></p> <ul style="list-style-type: none"> <li>We are all unique.</li> <li>We respect differences between different people and their beliefs in our community. In this country and all around the world.</li> <li>All cultures are learned, respected and celebrated.</li> </ul>	<p><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>We all have the right to have our own views.</li> <li>We are all respected as individuals.</li> <li>We feel safe to have a go at new activities.</li> <li>We understand and celebrate the fact that everyone is different.</li> </ul>

Year Two Whole Child development Curriculum

	Autumn			Spring			Summer			
RE	Why is the Bible an important book?	What is a Christian?	Why did the angels announce the birth of Jesus?	Why did Jesus tell parables?	Why do Christians go to church?	Easter Pause day	Easter meal with Jesus	Why do families celebrate Shabbat?	What is the Torah?	Why do Christians worship God?
Values Collective worship	Thankfulness	Peace	Love and compassion	Forgiveness	Trust	Friendship				
Story Project RSHE	Everybody's Welcome 	A Chair for My Mother 	The Girl Who Never Made Mistakes 	Chicken Clicking 	Ravi's roar 	Vote for me 				
RHSE Relationship and health (Goodness and Mercy)	<p><b>Our school believes that you are loved and welcomed into the family of God.</b></p> <ul style="list-style-type: none"> <li>• Our school believes that you are loved and welcomed into the family of God.</li> <li>• Families are places where people grow and can be safe and are given love.</li> <li>• People in my school have different kinds of families who look after them.</li> <li>• My school is another kind of family where I am safe and am given love.</li> </ul>		<p><b>I am special and my school believes I am loved and made by God.</b></p> <ul style="list-style-type: none"> <li>• The internet can be a useful and good thing.</li> <li>• Spending too much time online or watching screens is not good for us.</li> <li>• Sometimes people on the internet can be nasty, lying and unkind.</li> <li>• Some games and websites and apps are not right for children to be able to use.</li> <li>• We all have emotions that are usual.</li> <li>• Physical exercise and being outdoors and</li> </ul>			<p><b>Talk about why I am worth looking after and can show understanding of what most Christians believe about why I am worth looking after.</b></p> <ul style="list-style-type: none"> <li>• That our bodies belong to us and that there is safe and unsafe touching.</li> <li>• How to ask for help if I feel unsafe.</li> <li>• If I do not feel happy or safe in my home family or school family, there is someone to go to for help.</li> <li>• Talk about how to look after my skin in the sun.</li> <li>• How we can be a good friend.</li> </ul>				

	<ul style="list-style-type: none"> <li>• How we can show respect to other people who might be different to us.</li> <li>• What bullying is and some of the different ways people bully each other.</li> <li>• How to get help if you feel you are being bullied.</li> </ul>	<p>helping other people can make us happy.</p> <ul style="list-style-type: none"> <li>• Taking time to be still, pray or meditate can help us</li> </ul>	
PSED Personal, Social, Emotional Development	Reminder of - Rainbow rules, school values and learning tools. Harvest , sharing	Recognising and naming feelings	Resolving conflict Self-esteem and self-belief
	Celebrations- 5 <sup>th</sup> November, Remembrance Diwali Christmas	Celebrations- , Shrove Tuesday, Mother’s day, Easter	Celebrations- Father’s day, sports day
	Awareness- Anti- bullying, children in need, local food bank	Awareness- Internet safety, The environment Book Week	Awareness- NSPCC Sun/water safety Staying safe week? Feeling good week?
Key Stage One PSED - POS- PSHE Association			
Health and well-being	<p><b>H1.</b> about what keeping healthy means; different ways to keep healthy</p> <p><b>H2.</b> about foods that support good health and the risks of eating too much sugar</p> <p><b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p><b>H4.</b> about why sleep is important and different ways to rest and relax</p> <p><b>H6.</b> that medicines (including vaccinations and immunisations and those that support</p>	<p><b>H13.</b> how feelings can affect people’s bodies and how they behave</p> <p><b>H14.</b> how to recognise what others might be feeling</p> <p><b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p><b>H16.</b> about ways of sharing feelings; a range of words to describe feelings</p> <p><b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p>	<p><b>H8.</b> how to keep safe in the sun and protect skin from sun damage</p> <p><b>H21.</b> to recognise what makes them special</p> <p><b>H22.</b> to recognise the ways in which we are all unique</p> <p><b>H23.</b> to identify what they are good at, what they like and dislike</p> <p><b>H24.</b> how to manage when finding things difficult</p> <p><b>H27.</b> about preparing to move to a new class/year group</p> <p><b>H28.</b> about rules and age restrictions that</p>

	<p>allergic reactions) can help people to stay healthy</p> <p><b>H10.</b> about the people who help us to stay physically healthy.</p> <p><b>H25.</b> to name the main parts of the body including external genitalia (e.g. vagina, penis,)</p> <p><b>H26.</b> about growing and changing from young to old and how people's needs</p>	<p><b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p><b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p><b>H34.</b> basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p><b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</p> <p><b>H34.</b> basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p>	<p>keep us safe</p> <p><b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>H30.</b> about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p><b>H31.</b> that household products (including medicines) can be harmful if not used correctly</p> <p><b>H32.</b> ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p><b>H33.</b> about the people whose job it is to help keep us safe</p> <p><b>H35.</b> about what to do if there is an accident and someone is hurt</p> <p><b>H36.</b> how to get help in an emergency (how to dial 999 and what to say)</p> <p><b>H37.</b> about things that people can put into their body or on their skin; how these can affect how people feel</p>
Relationships	<p><b>R3.</b> about different types of families including those that may be different to their own</p> <p><b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p><b>R6.</b> about how people make friends and</p>	<p><b>R10.</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p><b>R12.</b> that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p>	<p><b>R8.</b> simple strategies to resolve arguments between friends positively.</p> <p><b>R24.</b> how to listen to other people and play and work cooperatively.</p> <p><b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p>

	<p>what makes a good friendship  <b>R7.</b> about how to recognise when they or someone else feels lonely and what to do  <b>R9.</b> how to ask for help if a friendship is making them feel unhappy  <b>R11.</b> about how people may feel if they experience hurtful behaviour or bullying  <b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe  <b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard  <b>R24.</b> how to listen to other people and play and work cooperatively  <b>R25.</b> how to talk about and share their opinions on things that matter to them</p>	<p><b>R14.</b> that sometimes people may behave differently online, including by pretending to be someone they are not.</p>	<p><b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help;  <b>R15.</b> how to respond safely to adults they don't know  <b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe  <b>R17.</b> about knowing there are situations when they should ask for permission and also when their permission should be sought  <b>R18.</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p>
<p>Living in the wider world</p>	<p><b>L5.</b> about the different roles and responsibilities people have in their community.  <b>L6.</b> to recognise the ways they are the same as, and different to, other people.</p>	<p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them  <b>L3.</b> about things they can do to help look after their environment  <b>L7.</b> about how the internet and digital devices can be used safely to find things out and to communicate with others  <b>L8.</b> about the role of the internet in everyday life  <b>L9.</b> that not all information seen online is true</p>	<p><b>L14.</b> that everyone has different strengths  <b>L10.</b> what money is; forms that money comes in; that money comes from different sources  <b>L11.</b> that people make different choices about how to save and spend money  <b>L12.</b> about the difference between needs and wants; that sometimes people may not always be able to have the things they want  <b>L13.</b> that money needs to be looked after; different ways of doing this  <b>L15.</b> that jobs help people to earn money to pay for things</p>

				<p><b>L16.</b> different jobs that people they know or people who work in the community do</p> <p><b>L17.</b> about some of the strengths and interests someone might need to do different jobs</p>
<b>Key Stage 1 Science</b>				
	<ul style="list-style-type: none"> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> </ul>		
<b>British Values Taught throughout the Year</b>				
British Values Charter	<p style="text-align: center;"><b>Democracy</b></p> <ul style="list-style-type: none"> <li>We all have the right to be listened to.</li> <li>We respect everyone and we value their different ideas and opinions.</li> <li>We have the opportunity to play with who we want to play with.</li> </ul>	<p style="text-align: center;"><b>Respect for the law</b></p> <ul style="list-style-type: none"> <li>We all know we have rules at school that we must follow.</li> <li>We know who to talk to if we don't feel safe.</li> <li>We know right from wrong.</li> <li>We recognise we are accountable for our actions.</li> <li>We must work together as a team when it is necessary.</li> </ul>	<p style="text-align: center;"><b>Mutual Respect</b></p> <ul style="list-style-type: none"> <li>We are all unique.</li> <li>We respect differences between different people and their beliefs in our community. In this country and all around the world.</li> <li>All cultures are learned, respected and celebrated.</li> </ul>	<p style="text-align: center;"><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>We all have the right to have our own views.</li> <li>We are all respected as individuals.</li> <li>We feel safe to have a go at new activities.</li> <li>We understand and celebrate the fact that everyone is different.</li> </ul>

## Appendix 2: By the end of Infant 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> </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> </ul>

TOPIC	PUPILS SHOULD KNOW
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> </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>• Where to get advice e.g. family, school and/or other sources</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</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 people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying,</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> </ul>

