

## Heaton Park Primary School

# Relationships and Sex Education (RSE) Policy

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## **Section 1 – The Context of Our Relationships and Sex Education Policy**

### **a) Our Shared Beliefs about RSE**

In our school we believe:

- RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community.
- RSE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE.
- RSE is most effective when provided in the wider context of social and emotional development. In schools, successful RSE is firmly rooted in personal, social and health education (PSHE).
- RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

### **b) Entitlements**

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

**Children** are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme.

**Adults working with children** are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

**Parents, carers and other adults in the community** are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

**c) The Wider Agenda**

RSE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our RSE Policy contributes to meeting local and national priorities as described in strategies such as:

- Every Child Matters
- Healthy School Status
- Teenage Pregnancy Strategies
- Sexual Health Strategies
- Looked After Children
- Children and Young People's Plan
- HIV and Sexual Health Strategy
- National Service Framework for Children, Young People and Maternity Services
- Safeguarding and Child Protection

## **Section 2 –Our Relationships and Sex Education Policy**

### **a) Introduction**

Our work in RSE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values within our wider community in Britain, framework and respect for other races, religions and ways of life.

Other school policies are relevant to our provision of RSE: PSHE and Citizenship, Safeguarding and Child Protection, Science, Confidentiality, Behaviour, Anti-Bullying, Healthy Schools.

This RSE Policy will be made available to staff on the school website.

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000). Our Policy reflects the view of RSE contained within the Schools White Paper 'The Importance of Teaching' (Nov 2010), that children need high quality RSE, so they can make wise and informed choices. Our Policy also reflects recommendations from OfSTED and the Sex Education Forum.

We are engaged in the following areas of work, which support this policy and the delivery of effective RSE: Social and Emotional Aspects of Learning (SEAL) Programme, continuing work within the Primary Personal Development Programme, developing as a health promoting school

Our RSE policy is the responsibility of the governing body and has been developed by a working party representing staff and the PSHE Team. It was discussed and ratified by the school governors on 11/05/15.

### **b) Our Aims for RSE**

All adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- be able to name the parts of the body and understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health
- recognise and avoid exploitative relationships

- value, care for and respect their bodies
- access additional advice and support.

### **c) Delivering Our RSE Curriculum**

Our Curriculum for RSE (see Appendix A) describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum (2013), DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught in:

- PSHE through designated lessons, circle time, focused events, health weeks, SEAL
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities, especially our assembly programme, SEAL programme, visits from the Life Education Centre, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

Specific Units of Work on RSE are planned into our teaching programme for each year group. (As described in the SCARF scheme of work..Specific content on Puberty will be taught in Year 5 and revisited in Year 6.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

### **d) Responsibilities for Curriculum Delivery and Policy Implementation**

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The RSE curriculum will primarily be delivered by class teachers.
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Team.
- The PSHE Team is responsible for reviewing and evaluating RSE at our school. The PSHE Team will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE Team who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.
- Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the PSHE Team / Head Teacher.

### **e) Teaching Methodologies**

**Ground Rules:** RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions

- Strategies for checking or accessing information.

**Answering Questions:** We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall 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 possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

**Distancing Techniques:** In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

#### **f) Inclusion**

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

#### **g) Resources**

We will primarily use the SCARF Scheme of Work. The resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with the Curriculum for RSE

- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

#### **h) Use of Visitors to Support RSE**

We believe that RSE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are CRB checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHE Team and Class teachers, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

#### **i) Confidentiality**

In our school we have a clear and explicit Confidentiality Policy, which is shared with staff, pupils and parents/carers. This Policy is communicated to parents/carers on the School website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

**i) 1) Safeguarding and Child Protection**

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

**i) 2) Sexually Active Pupils**

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

**j) Staff Training**

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors.

**k) Role of Governors**

This Policy describes the governors' views on how RSE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the RSE Policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors to ensure that the Policy is made available to parents.

**l) Pupil Participation**

We will involve children in the evaluation and development of their RSE in ways appropriate to their age.

- a. We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.
- b. We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- c. We will encourage children to ask questions as they arise by providing anonymous question boxes.
- d. We will ask children to reflect on their learning and set goals for future learning.
- e. We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.

**m) Working with Parents/Carers and our School Community**

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- a. Informing parents and carers by letter or leaflet of forthcoming RSE topics
- b. Inviting parents to learn more about resources and activities used in RSE

- c. Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- d. Informing parents and carers about the RSE programme as their child joins the school through the school brochure/prospectus
- e. Providing supportive information about parents' role in RSE
- f. Inviting parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers will be given access to this Policy on request. It will also be available on the school website

Parents and carers have the right to withdraw their children only from all or part of those elements of RSE which are not included in the statutory national curriculum Programmes of Study for Science. They are able to withdraw their children from those elements which fall within the non statutory guidance for PSHE. The school will make alternative arrangements for children whose parents or carers withdraw them.

Any parent or carer who wishes to withdraw their child should, in the first instance, contact the Head Teacher to discuss the matter. Appendix A will be used to guide the discussion to explain clearly which areas of RSE are statutory and which are non-statutory. We will enable parents wishing to withdraw their children from the non-statutory elements of RSE to access the leaflet 'RSE and Parents' 2260 DfES Code 0706/2001 or download from [www.education.gov.uk](http://www.education.gov.uk).) Parents or carers will be asked to reconfirm their decision to withdraw each time RSE is planned for their child's class/year group.

#### **n) Monitoring, Evaluating and Reviewing Our RSE Policy**

Monitoring and evaluation of the Policy is the responsibility of the governing body. Information will be gathered from the Head Teacher, the PSHE Team and parents to inform judgements about effectiveness.

We are committed to working towards the delivery of the Entitlements (1b) and the provision of the 'Curriculum for RSE' (4a).

- We will reflect on our contribution to the provision of the Entitlements for RSE and seek to develop this.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality RSE for our children.

The Policy will be formally reviewed every three years. The next review will take place in 2023.

#### **o) Glossary**

**Abortion:** the expulsion of a foetus from the womb. This may be spontaneous (miscarriage), but is most commonly used to describe a process where expulsion is induced.

**AIDS:** Acquired Immune Deficiency Syndrome

**Community:** All people who live, work or in some other way impact on the lives of children in the area in which they live.

**Co-ordinator:** The lead member of staff in school for a particular area of work.

**DfE Department for Education** (previously known as DCFS: Department for Children, Families and Schools, DfES: Department for Education and Skills and DfEE Department for Education and Employment)

**HIV:** Human Immunodeficiency Virus, the virus which causes AIDS

**PSHE:** Personal, Social and Health Education

**School:** Any educational establishment

**RSE:** Relationships and Sex Education

**STI:** Sexually Transmitted Infection

**Visitor:** Someone who is not a member of school staff, who contributes to the planned provision of RSE or offers another service, such as giving advice or support. A visitor may be a member of another organisation (e.g. health professional, youth worker) or an individual (e.g. parent with a new baby).

## **Section 3 – Sensitive Issues**

### **a) Puberty**

**Primary:** We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for RSE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. If a Year 4 child appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discretely, in a helpful way without embarrassment.

### **b) Contraception**

**Primary:** We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '6A Answering Children's RSE Questions in the Primary School'. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught RSE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals.

### **c) Abortion**

**Primary:** We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

### **d) Sexually Transmitted Infections (STI's) and HIV/AIDS**

**Primary:** We will not teach directly about STI's, however elements of our RSE and Science Curricula will prepare the ground for this explicit teaching later e.g. by discussing some issues around HIV/AIDS. We will discuss the different ways any disease might be spread and steps a child might take to reduce this. Some children will be aware of STI's or HIV/AIDS and may ask questions about them in relation to RSE or perhaps drug education. Adults in school will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

**e) Sexual Identity and Sexual Orientation**

**Primary:** We understand our responsibility to ensure that RSE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that RSE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

| Year/Term | 1<br>Me and my Relationships   | 2<br>Valuing Difference   | 3<br>Keeping Myself Safe   | 4<br>Rights and Responsibilities  | 5<br>Being my Best   | 6<br>Growing and Changing  |
|-----------|--|---|--|---|--|--|
| EYFS      | What makes me special<br>People close to me<br>Getting help  | Similarities and difference<br>Celebrating difference<br>Showing kindness   | Keeping my body safe<br>Safe secrets and touches<br>People who help to keep us safe                | Looking after things:<br>friends, environment,<br>money   | Keeping by body healthy<br>– food, exercise, sleep<br>Growth Mindset                 | Cycles<br>Life stages  |
| Y1        | Feelings<br>Getting help<br>Classroom rules  | Recognising, valuing and celebrating difference<br>Developing tolerance and respect   | How our feelings can keep us safe<br>Keeping healthy<br>Medicine Safety                            | Taking care of things:<br>My self<br>My money<br>My environment   | Growth Mindset<br>Keeping by body healthy  | Getting help<br>Becoming independent<br>My body parts  |
| Y2        | Bullying and teasing<br>Our school rules about bullying<br>Being a good friend<br>Feelings/self-regulation | Being kind and helping others<br><br>Listening Skills   | Safe and unsafe secrets<br><br>Appropriate touch<br><br>Medicine safety                            | Cooperation<br><br>Self-regulation  | Growth Mindset<br><br>Looking after my body  | Life cycles<br><br>Dealing with loss<br><br>Being supportive                                   |
| Y3        | Cooperation<br>Caring friendships<br>(Includes respectful relationships)                                   | Recognising and respecting diversity<br>Being respectful and tolerant   | Managing risk<br>Drugs and their risks<br>Staying safe online                                      | Skills we need to develop as we grow up<br>Helping and being helped   | Keeping myself healthy<br>Celebrating and developing my skills                       | Relationships<br>Menstruation<br>Keeping safe  |
| Y4        | Recognising feelings<br>Bullying<br>Assertive skills   | Recognising and celebrating difference (including religions and cultural difference)<br>Understanding and challenging stereotypes | Managing risk<br>Understanding the norms of drug use (cigarette and alcohol use)<br>Influences     | Making a difference (different ways of helping others or the environment)<br>Media influence<br>Decisions about spending money      | Having choices and making decisions about my health<br>Taking care of my environment | Body changes during puberty<br>Managing difficult feelings<br>Relationships including marriage |
| Y5        | Feelings<br>Friendship skills, including compromise<br>Assertive skills                                    | Recognising and celebrating difference, including religions and cultural<br>Influence and pressure of social media                | Managing risk, including staying safe online<br>Norms around use of legal drugs (tobacco, alcohol) | Rights and responsibilities<br>Rights and responsibilities relating to my health<br>Decisions about lending, borrowing and spending | Growing independence and taking responsibility<br>Media awareness and safety         | Managing difficult feelings<br>Managing change<br>Getting help                                 |
| Y6        | Assertiveness<br>Cooperation<br>Safe/unsafe touches  | Recognising and reflecting on prejudice-based bullying<br>Understanding Bystander behaviour                                       | Emotional needs<br>Staying safe online<br>Drugs: norms and risks (including the law)               | Understanding media bias, including social media<br>Caring: communities and the environment<br>Earning and saving money             | Aspirations and goal setting<br>Managing risk  | Keeping safe<br>Body Image<br>Self esteem  |