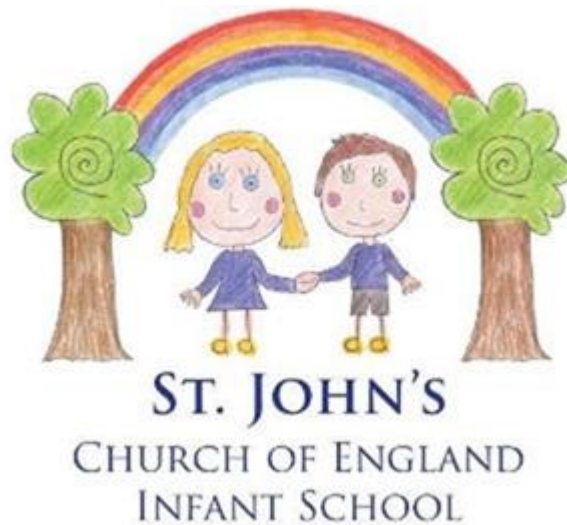


Relationships, Sex and Health Education Policy

St John's C of E Infant School



Approved by:	Mrs. Marion Stevens	Date: June 2023
Last reviewed on:	June 2023	
Consulted with parents:	26 th May 2021	
Next review due by:	May 2026	

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

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 be 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 equality 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, considering 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, thankfulness, 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.

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 three 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.

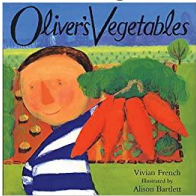
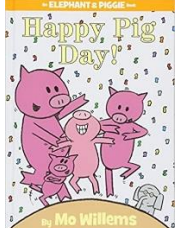
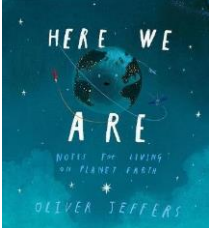
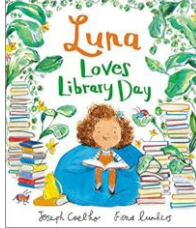
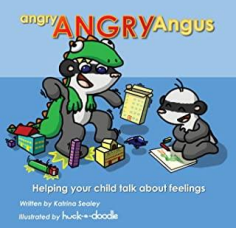
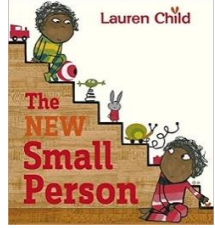
Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about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

[Our Safeguarding Policy can be found here.](#)

Appendix 1: Curriculum map

St John's C of E Infant school

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	Oliver's Vegetables 								
RHSE Relationship and health	<p>Our school believes that you are loved and welcomed into the family of God.</p> <ul style="list-style-type: none"> Families are places where people grow and can be safe and are given love. Talk about our families and the people who give us love. People in my school have different kinds of families who look after them. My school is another kind of family where I am safe and am given love. What bullying is and how to get help if you feel you are being bullied. How to ask for help if I feel unsafe. 			<p>I am special and my school believes I am loved and made by God.</p> <ul style="list-style-type: none"> The internet can be a useful and good thing. Spending too much time online or watching screens is not good for us. Sometimes people on the internet can be nasty, lying and unkind. Some games and websites and apps are not right for children to be able to use. We all have emotions that are usual. 			<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"> That our bodies belong to us and that there is safe and unsafe touching. How to ask for help if I feel unsafe. Talk about how to look after my skin in the sun. 		

PSED Personal, Social, Emotional Development	<ul style="list-style-type: none"> • Introducing - Rainbow rules, school values and learning tools. • Making friends, knowing each other's names. • Healthy food, harvest and eating school lunches. 	<ul style="list-style-type: none"> • Recognising and naming feelings. 	<ul style="list-style-type: none"> • 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/ Self-regulation	<p>1.1. Express their feelings and consider the feelings of others.</p> <p>1.2. Develop appropriate ways to be assertive.</p> <p>1.3. Talk with others to solve conflicts.</p>	<p>2.1 Identify and moderate their own feelings socially and emotionally.</p> <p>2.2 Think about the perspectives of others.</p>	<p>ELG Self-Regulation Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>ELG Self-Regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>ELG Self-Regulation Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
Managing self	<p>1.1 Show resilience and perseverance in the face of challenge.</p> <p>1.2 Remember rules without needing an adult to remind them.</p>	<p>2.1 Manage their own needs.</p>	<p>ELG Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>ELG Managing Self Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>ELG Managing Self Manage their own basic hygiene and personal needs,</p>

			including dressing, going to the toilet and understanding the importance of healthy food choices.
Building relationships	1.1 Build constructive and respectful relationships.	2.1 See themselves as a valuable individual. 2.2 Express their feelings and consider the feelings of others.	ELG Managing Self Work and play cooperatively and take turns with others. ELG Managing Self Form positive attachments to adults and friendships with peers. ELG Managing Self Show sensitivity to their own and to others' needs.
Physical development Health and self-care	1.1 Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 1.2 Make healthy choices about food, drink, activity and tooth brushing.	2.1 Further develop the skills they need to manage the school day successfully: - Lining up and queuing - Mealtimes - Personal hygiene	3.1 Know and talk about the different factors that support their overall health and wellbeing: - Regular physical activity - Healthy heating - Tooth brushing - Sensible amounts of 'screen time' - Having a good sleep routine - Being a safe pedestrian No ELG relating to Health and Self-Care

British Values Taught throughout the Year

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

Year One Whole Child Development Curriculum


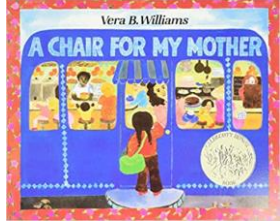
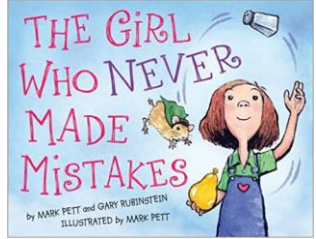
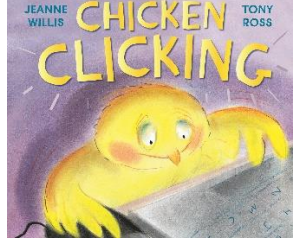
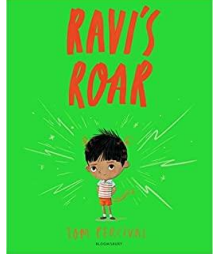
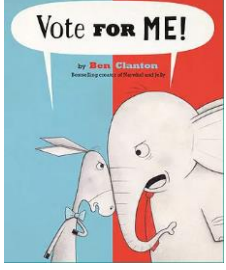
	Autumn			Spring			Summer		
RE	Who is God?	What is the Bible about?	Why do people give presents at Christmas?	Who is Jesus?	Easter Pause day	Is Easter Happy or Sad?	What is important for Muslim families?	Why do Christians pray?	What is a church?
Values Collective worship	Thankfulness		Peace	Love and compassion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

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 th 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 (code for PSED curriculum)			
Health and well-being	H5: simple hygiene routines that can stop germs from spreading. H7: dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. H21: recognising what makes them special H22: recognising 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: 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: preparing to move to a new class/year group. H29: 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 our lives. R2: identify the people who love and care for them and what they do to help them feel cared for. R3: about different types of families including	R10: that bodies and feelings can be hurt by words and actions; that people can say hurtful things online. R14: that sometimes people may behave differently online, including by pretending to be someone they are not.	R8: simple strategies to resolve arguments between friends positively. R24: how to listen to other people and play and work cooperatively. R13: to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by

	<p>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>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>	L14: that everyone has different strengths.
Key Stage 1 Science			
Science	<ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 		

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

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>Our school believes that you are loved and welcomed into the family of God.</p> <ul style="list-style-type: none"> • Our school believes that you are loved and welcomed into the family of God. • Families are places where people grow and can be safe and are given love. • People in my school have different kinds of families who look after them. • My school is another kind of family where I am safe and am given love. • How we can show respect to other people who might be different to us. 			<p>I am special and my school believes I am loved and made by God.</p> <ul style="list-style-type: none"> • The internet can be a useful and good thing. • Spending too much time online or watching screens is not good for us. • Sometimes people on the internet can be nasty, lying and unkind. • Some games and websites and apps are not right for children to be able to use. • We all have emotions that are usual. • Physical exercise and being outdoors and helping other people can make us happy. • Taking time to be still, pray or meditate can 			<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"> • That our bodies belong to us and that there is safe and unsafe touching. • How to ask for help if I feel unsafe. • If I do not feel happy or safe in my home family or school family, there is someone to go to for help. • Talk about how to look after my skin in the sun. • How we can be a good friend. 			

	<ul style="list-style-type: none"> • What bullying is and some of the different ways people bully each other. • How to get help if you feel you are being bullied. 	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 th 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 (code for PSED curriculum)			
Health and well-being	<p>H1: what keeping healthy means; different ways to keep healthy.</p> <p>H2: foods that support good health and the risks of eating too much sugar.</p> <p>H3: how physical activity helps us to stay healthy; and ways to be physically active everyday.</p> <p>H4: why sleep is important and different ways to rest and relax.</p> <p>H6: medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</p> <p>H10: about the people who help us to stay physically healthy.</p> <p>H25: to name the main parts of the body</p>	<p>H13: how feelings can affect people's bodies and how they behave.</p> <p>H14: how to recognise what others might be feeling.</p> <p>H15: recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>H16: ways of sharing feelings; a range of words to describe feelings.</p> <p>H17: things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <p>H18: 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>H19: recognise when they need help with feelings; that it is important to ask for help with feelings; and</p>	<p>H8: how to keep safe in the sun and protect skin from sun damage.</p> <p>H21: to recognise what makes them special.</p> <p>H22: to recognise the ways in which we are all unique.</p> <p>H23: to identify what they are good at, what they like and dislike.</p> <p>H24: how to manage when finding things difficult.</p> <p>H27: preparing to move to a new class/year group.</p> <p>H28: about rules and age restrictions that keep us safe.</p> <p>H29: to recognise risk in simple everyday situations and what action to take to minimise harm.</p>

	<p>including external genitalia (e.g. vagina, penis). H26: growing and changing from young to old and how people's needs change.</p>	<p>how to ask for it. H20: change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. 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. H9: different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. 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.</p>	<p>H30: about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). H31: that household products (including medicines) can be harmful if not used correctly. 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. H33: about the people whose job it is to help keep us safe. H35: about what to do if there is an accident and someone is hurt. H36: how to get help in an emergency (how to dial 999 and what to say). H37: things that people can put into their body or on their skin; how these can affect how people feel.</p>
Relationships	<p>R3: different types of families including those that may be different to their own. R5: it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. R6: how people make friends and what makes a good friendship. R7: about how to recognise when they or someone else feels lonely and what to do. R9: how to ask for help if a friendship is making them feel unhappy. R11: how people may feel if they experience hurtful behaviour or bullying.</p>	<p>R10: bodies and feelings can be hurt by words and actions; that people can say hurtful things online. R12: 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. R14: that sometimes people may behave differently online, including by pretending to be someone they are not.</p>	<p>R8: simple strategies to resolve arguments between friends positively. R24: how to listen to other people and play and work cooperatively. R13: to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. 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. R15: how to respond safely to adults they</p>

	<p>R19: basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</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; importance of keeping trying until they are heard.</p> <p>R24: how to listen to other people and play and work cooperatively.</p> <p>R25: how to talk about and share their opinions on things that matter to them.</p>		<p>don't know.</p> <p>R16: about how to respond if physical contact makes them feel uncomfortable or unsafe.</p> <p>R17: knowing there are situations when they should ask for permission and also when their permission should be sought.</p> <p>R18: about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).</p>
Living in the wider world	<p>L5: the different roles and responsibilities people have in their community.</p> <p>L6: to recognise the ways they are the same as, and different to, other people.</p>	<p>L2: how people and other living things have different needs; about the responsibilities of caring for them.</p> <p>L3: things they can do to help look after their environment.</p> <p>L7: how the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>L8: the role of the internet in everyday life.</p> <p>L9: not all information seen online is true.</p>	<p>L14: everyone has different strengths.</p> <p>L10: what money is; forms that money comes in; that money comes from different sources.</p> <p>L11: people make different choices about how to save and spend money.</p> <p>L12: the difference between needs and wants; that sometimes people may not always be able to have the things they want.</p> <p>L13: that money needs to be looked after; different ways of doing this.</p> <p>L15: jobs help people to earn money to pay for things.</p> <p>L16: different jobs that people they know or people who work in the community do.</p> <p>L17: about some of the strengths and interests someone might need to do different jobs.</p>

Key Stage 1 Science				
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults. 		
British Values Taught throughout the year				
British Values Charter	<p style="text-align: center;">Democracy</p> <ul style="list-style-type: none"> • We all have the right to be listened to. • We respect everyone and we value their different ideas and opinions. • We have the opportunity to play with who we want to play with. 	<p style="text-align: center;">Respect for the law</p> <ul style="list-style-type: none"> • We all know we have rules at school that we must follow. • We know who to talk to if we don't feel safe. • We know right from wrong. • We recognise we are accountable for our actions. • We must work together as a team when it is necessary. 	<p style="text-align: center;">Mutual Respect</p> <ul style="list-style-type: none"> • We are all unique. • We respect differences between different people and their beliefs in our community; in this country and all around the world. • All cultures are learned, respected and celebrated. 	<p style="text-align: center;">Individual Liberty</p> <ul style="list-style-type: none"> • We all have the right to have our own views. • We are all respected as individuals. • We feel safe to have a go at new activities. • We understand and celebrate the fact that everyone is different.

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"> • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • 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. • 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.
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.
Respectful relationships	<ul style="list-style-type: none"> • 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. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • 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. • 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.

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • 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.

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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 with tolerance of other people's beliefs. • About different types of bullying (including cyberbullying), the impact of bullying.
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content.

