



EGGINTON PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

MAY 2021

## Introduction

At Egginton Primary School, the RSE (Relationships and Sex Education) programme is integrated as part of the PSHE (Personal, Social, Health Education) curriculum and is delivered primarily, but not exclusively, through the Derbyshire County Council updated curriculum resource '*PSHE Matters*.' This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (Feb 2019). Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work.

With regard to Sex Education, the DfE recommends:

**'that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.'**

For the purposes of this policy we will refer to Relationships Education and Sex Education as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

## Aims

The aim of Relationships and Sex Education at Egginton Primary School is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online. Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity, respect and honesty. These approaches support our wider work of building resilience in our pupils.

The integrated PSHE and RSE curriculum aims to:

- Develop communication and skills to be effective in friendships and relationships
- Ensure children are able to name parts of the body and describe how their body works; learn how to care for their body and value health, fitness and hygiene.
- Respect their own and other peoples' bodies and personal space
- Recognise appropriate and inappropriate touching, be able to keep themselves safe and to know when and how to ask for help and support.
- Recognise that difference is OK and celebrate it and so recognise and challenge pressure to conform to gender stereotypes.
- Be confident with their body image and prepared for puberty.
- We focus on attitudes, values and skills, as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

## Content

The DfE recognises 5 elements to Relationships Education.

These are:

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

We recognise that RSE does not come just through the curriculum. In responses to sex related issues all staff will model positive, matter of fact answers in an age appropriate way. We have a progressive curriculum that begins in Reception as pupils work towards the Early Learning Goals. We then use the recently updated Derbyshire County Council 'PSHE Matters' scheme of work as our main source of curriculum material for teaching RSE.

## **RSE Content Overview**

### In Reception (age 4-5)

#### Early Learning Goals

##### Personal, Social and Emotional development - Making relationships

- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

##### Personal, Social and Emotional development – Self-confidence and self-awareness

- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

##### Personal, Social and Emotional development – Managing feelings and behaviour

- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

### PSHE Matters overview (Key Stage 1 and Key Stage 2)

#### In Key Stage 1 (age 5-7)

Children will learn about recognising naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what's special about them and their families; how families are different; life cycles; about changes and how they have changed since babyhood; how boys and girls bodies are different; the correct names for sexual body parts; that some parts of their body are private; how to ask for help if they are worried or concerned.

### In Lower Key Stage 2 (age 7-9)

Pupils learn about change in friendships, relationships and families; how to be a good friend online and offline; managing conflict in friendships; how and why their bodies are changing; Knowing the names of the body parts; staying safe online; about gender stereotypes and their impact; about feelings and how to cope with them; what a baby needs, about privacy, boundaries and secrets and who to talk to if they feel anxious or unhappy.

### In Upper Key Stage 2 (age 9-11)

Pupils learn about the important relationships in their life; about how to show love to others; the different kinds of families and partnerships; about marriage and stable loving relationships and their importance for having babies and bringing up children; how to recognise healthy and unhealthy relationships; the different types of bullying, why they are unacceptable and how to respond; the physical and emotional changes in puberty, including menstruation, and how to cope with them; how babies are conceived, how they develop and are born; the impact of social media on self-esteem, body image, health and safety and ways to manage this.

Some elements of sex education are statutory. Learning about ‘the changing adolescent body’ is part of statutory Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

National Curriculum Science is also statutory. This includes:

#### Key Stage 1

- Identify name draw and label the basic parts of the body and say which part of the body is associated with each of the senses
- That animals, including humans, have offspring that grow into adults

#### Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet exercise drugs and lifestyle on the way their bodies function

#### Equal Opportunities / Sensitive Issues

At Egginton Primary School we deliver RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE depending on their circumstances and background. To achieve this, the school’s approach to RSE will take into account:

- Research conclusions that girls typically engage easier in RSE. Therefore, we will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at different times. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based

on their home circumstances and deliver the curriculum sensitively and inclusively.

### Teaching provision

RSE is provided through:

- 1) Different teaching and learning methods that are used to ensure pupils' full participation and development of skills.
- 2) A safe learning environment that is established in all PSHE lessons including the ground rules encompassing: a) we will not ask personal questions b) we have a right to pass if we don't want to comment c) We agree to join in and make positive contributions d) We will listen to each other without interruption.
- 3) Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
- 4) Other curriculum areas for example Drama, English etc.
- 5) Assemblies including assemblies from external providers such as NSPCC.
- 6) The provision of appropriate leaflets and other information sources such as visitors.
- 7) Targeted intervention, where appropriate, with vulnerable individuals.
- 8) Delivery in response to incidents.

### A Safe Learning Environment

In order for PSHE or RSE to be conducted safely the following will be in place:

- Ground rules are explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe.
- There will be no need for anyone to discuss their own personal issues.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress.

### Dealing with questions

Sometimes an individual child will ask an explicit or difficult question in the classroom.

- Questions do not have to be answered directly and can be addressed later. We believe that individual teachers must use their skill and discretion in these situations and refer to the PSHE Subject Leader if necessary.
- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers should set the tone by speaking in a matter of fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.

- Pupils are encouraged, where appropriate, to write down questions anonymously and post them in a box. The teacher will have time to prepare answers to all questions that are relevant.
- If a question is too personal the teacher should remind the pupil of the ground rules. No one [teacher or pupil] should be expected to answer a personal question.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. If a teacher is concerned that a pupil is at risk of sexual abuse then the usual child protection/safeguarding guidelines will be followed.
- Teachers are careful not to be drawn into providing more information than appropriate to the age of the child.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- Only the correct names for body parts will be used. Meanings of words will be explained in a sensible and factual way.

### Roles and Responsibilities

There is a coordinator in school who is responsible for overseeing and monitoring the implementation of the RSE scheme of work and to act as a support for staff. All teaching staff supports the policy and have been integral in its development. The Governors are ultimately responsible for the policy.

### Parental Engagement

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE. The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child's learning at home through shared learning activities, if appropriate.

**Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science, Relationships Education or Health Education.**

Before the commencement of specific units of work (eg. Growing Up in Year 5 and 6), class teachers will inform parents and carers in advance to enable the opportunity to ask questions or discuss any concerns they may have over the RSE content scheduled to be taught.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

### Working with Outside Agencies / Visitors

We consult with the school nurse when appropriate. We ensure that visitors are made aware of the policy in order to use appropriate language when addressing the children.

### Pastoral support for Pupils dealing with sex related incidents

All members of staff will be approachable to discuss relationship and sex issues with the children. Where necessary, Mid-day Supervisors and Teaching Assistants will receive further training during meeting times with the Headteacher/ PSHE Subject Leader enable them to confidently deal with sex related issues which include homophobic / gender related bullying. We will ensure that girls in KS2 are comfortable with the provision made for menstruation.

### Dissemination of the policy

The policy is available in the school office and will be available to parents online.

### Policy Review

This policy has been agreed by staff and governors of Egginton Primary School and will be reviewed annually.

## Appendix 1

### PSHE Matters Topic Overview

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<b><i>Cycle 1</i></b> <i>(Commencing from 2020/21)</i>	<b><i>Being responsible</i></b> <i>Including looking after the environment</i>	<b><i>Bullying matters</i></b> <i>Including how to ask for help</i>	<b><i>Drug education</i></b> <i>Including how to manage risk &amp; peer influence</i>	<b><i>Difference &amp; diversity</i></b> <i>Including challenging stereotypes</i>	<b><i>Being healthy</i></b> <i>Including the importance of looking after our mental health</i>	<b><i>Growing up</i></b> <i>Including the Sex Education element for pupils in Year 5 and 6.</i>
<b><i>Cycle 2</i></b> <i>(Commencing from 2021/22)</i>	<b><i>Being me</i></b> <i>Including identity and community</i>	<b><i>Relationships</i></b> <i>Including what is a healthy relationship</i>	<b><i>Exploring emotions</i></b> <i>Including how to recognise &amp; manage feelings and emotions</i>	<b><i>Money matters</i></b> <i>Including enterprise</i>	<b><i>Being safe</i></b> <i>Particularly featuring cyber, gaming and child sexual exploitation</i>	<b><i>Changes</i></b> <i>Including loss</i>

## Learning Aims from PSHE Matters Scheme of Work

### Bullet Point Code for Learning Themes

**L = Living in the Wider World**

**R = Relationships**

**H = Health and Wellbeing**

### Cycle 1

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Being Responsible	<p>L1 - Identify how they can contribute to the life of the classroom and school. L2 - Construct and explore the importance of rules.</p> <p>L3 - Explore and understand that everyone has rights and responsibilities.</p> <p>L5 - Identify what improves and harms their environments.</p> <p>R4 - Recognise what is fair/unfair, right/wrong, kind/unkind</p>	<p>L1 - Research, discuss and debate topical issues.</p> <p>L2 - Identify why rules are needed in different situations.</p> <p>L3, L4 - Understanding that there are human rights to protect everyone.</p> <p>L7 - Explore rights and responsibilities, rights and duties at home, school, community and the environment.</p> <p>L7 - Develop skills to carry out responsibilities.</p> <p>L8 - Explore how to resolve differences and respect others' points of view.</p> <p>L9 - Explore what being part of a community means and how they belong.</p>	<p>L1 - Research, discuss and debate topical issues.</p> <p>L2 - Identify why rules are needed in different situations.</p> <p>L3, L4 - Understanding that there are human rights to protect everyone.</p> <p>L5 - To understand there are some cultural practices against British law.</p> <p>L7 - Explore rights and responsibilities at home, school, community and the environment.</p> <p>L7 - Develop skills to carry out responsibilities.</p> <p>L8 - Explore others' points of view.</p> <p>L9 - Explore what being part of a community means and how they belong</p>
Bullying Matters	<p>R2- Recognising their behaviour can affect others.</p> <p>R6 - Listening to others and working cooperatively.</p> <p>R11 - Identifying that people's bodies can be hurt.</p> <p>R12 - Recognising when people are being unkind to them or others, who to tell and what to say.</p> <p>R13 - Identifying different types of teasing and bullying, to identify that</p>	<p>R7 - Understanding that their actions affect themselves and others.</p> <p>R11 - Identifying the importance of working towards shared goals.</p> <p>R12 - Developing strategies for getting support for themselves or for others at risk.</p> <p>R13 - Identifying that differences and similarities arise from a number of factors.</p>	<p>R7 - Understanding that their actions affect themselves and others.</p> <p>R12 - Developing strategies for getting support for themselves or for others at risk.</p> <p>R13 - Identifying that differences and similarities arise from a number of factors.</p> <p>R14 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive</p>

	<p>these are wrong and unacceptable.</p> <p>R14 - Identifying strategies to resist teasing/ bullying if experienced or witnessed</p>	<p>R14, L6 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling').</p> <p>R18 - Knowing how to recognise bullying and abuse in all its forms.</p>	<p>behaviour (including cyberbullying, prejudice based language, 'trolling').</p> <p>R18 - Knowing how to recognise bullying and abuse in all its forms.</p>
Drug Education	<p>H1 - Exploring the importance of physical, mental and emotional health.</p> <p>H2 - Exploring how to make informed choices.</p> <p>H11 - Understanding the role of drugs as medicines.</p> <p>H11 - Identifying alternatives to taking medicines.</p> <p>H11 - Identifying that household products, including medicines, can be harmful if not used properly.</p> <p>H12 - Identifying rules for and ways of keeping safe.</p> <p>H15 - Recognising they have a shared responsibility for keeping themselves and others safe</p>	<p>H2 - Recognising how to make informed choices.</p> <p>H9 - Understanding that people have different attitudes to risk. H10, H11 - Recognising, predicting and assessing risks in different situations.</p> <p>H14 - Where to get help and how to ask for help.</p> <p>H17 - Distinguishing between safe and harmful and to know some substances can be harmful if misused.</p> <p>H21, H23 - Learning rules about staying safe.</p>	<p>H2 - Knowing how to make informed choices.</p> <p>H10, H17 - Identifying a range of drugs/substances and assessing some of the risks/effects.</p> <p>H13 - Identifying influences and when an influence becomes a pressure.</p> <p>H14 - Developing skills of how to ask for help.</p> <p>H15 - Identify basic emergency procedures.</p> <p>H16 - Understanding the term 'habit' and why habits can be hard to change</p>
Difference and Diversity	<p>L4 - Understanding that they belong to different groups.</p> <p>L8 - Identifying ways in which they are unique.</p> <p>R5 - Sharing opinions on things that matter using discussions.</p> <p>R8 - Identifying and respecting the differences and similarities between people</p>	<p>R10 - Identifying how to listen and respond respectfully to a wide range of people.</p> <p>R13 - Recognising the differences and similarities between people, but understand everyone is equal.</p> <p>R14 - Recognising the nature and consequences of discrimination. R16 - Recognising and challenging stereotypes.</p>	<p>R10 - Identifying how to listen and respond respectfully to a wide range of people.</p> <p>R13 - Recognising the factors that make people the same or different. R14 - Recognising the nature and consequences of discrimination. R16 - Recognising and challenging stereotypes.</p> <p>R17 - Understanding the correct use of the terms sex, gender identity and sexual orientation</p>

Being Healthy	<p>H1- Exploring what a healthy lifestyle means. H1 - Identifying the benefits of a healthy lifestyle.</p> <p>H2 - Identifying ways of keeping healthy.</p> <p>H2 - Recognising what they like and dislike.</p> <p>H2 - Recognising that choices can have good and not so good consequences.</p> <p>H3 - Setting simple goals.</p> <p>H6 - Recognising the importance of personal hygiene.</p> <p>H7 - Developing simple skills to help prevent diseases spreading</p>	<p>H1 - Exploring what affects their physical, mental and emotional health.</p> <p>H2 - Understanding the concept and benefits of a balanced healthy lifestyle.</p> <p>H2 - Identifying how to make informed choices.</p> <p>H3 - Understanding what is included in a balanced diet.</p> <p>H3 - Understanding what may influence our choices.</p> <p>H5 - Setting goals.</p>	<p>H1 – Exploring what affects their physical, mental and emotional health.</p> <p>H2 - Understanding the concept and benefits of a balanced healthy lifestyle.</p> <p>H3 - Exploring how we make choices about the food we eat.</p> <p>H3 - Identifying how to make informed choices.</p> <p>H3 - Developing skills to make their own choices.</p> <p>H4 - Recognising how images in the media do not always reflect reality.</p> <p>H5 - Setting simple but challenging goals.</p> <p>H16 - Exploring what is meant by the term habit and why habits can be hard to change.</p>
Growing Up	<p>H8- The process of growing from young to old.</p> <p>H9 - Exploring growing and changing and becoming independent. H10 - The correct names for the main parts of the body (including external genitalia).</p> <p>H13 - Identifying people who they can ask for help and think about how they might do that.</p> <p>H15, R3 - Identifying ways of keeping safe and knowing they do not keep secrets.</p> <p>H16 - About privacy in different contexts.</p> <p>H16 - About respecting the needs of ourselves and other people.</p> <p>R8 - Identifying similarities and difference.</p> <p>R10 - What physical contact is acceptable.</p> <p>L8 - That everybody is unique</p>	<p>H4 - That images in the media do not always reflect reality.</p> <p>H5 - Celebrate our strengths/qualities.</p> <p>H8 - About the kind of changes that happen in life and the associated feelings.</p> <p>H12 - That simple hygiene routine can prevent the spread of bacteria.</p> <p>H18 - About the changes that happen as they grow up.</p> <p>H20 - The right to protect our bodies.</p> <p>R4 - About differences and similarities between people, but understand everyone is equal.</p> <p>R8 - About the difference between acceptable and unacceptable physical contact.</p>	<p>H4- Exploring how images in the media and online do not always reflect reality.</p> <p>H6 - Identify the intensity of feelings.</p> <p>H7 - Recognising conflicting feelings.</p> <p>H12 - That simple hygiene routine can prevent the spread of bacteria.</p> <p>H13 - Identify pressures and influences.</p> <p>H18 - Understanding changes that happen at puberty.</p> <p>H19 - Understanding what puberty and human reproduction is.</p> <p>R2- Identifying qualities of a healthy relationship</p> <p>R5 - About committed loving relationships.</p> <p>R13 - About differences and similarities between people, but understand everyone is equal.</p> <p>L1 - Debate topical issues</p>

		R13 - Knowing the names of the body parts. R16 - Recognise and challenge stereotypes	
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## Cycle 2

	Key Stage 1 (Years 1 and 2)	Lower Key Stage 2 (Years 3 and 4)	Upper Key Stage 2 (Years 5 and 6)
Being Me	L4 - Recognise they belong to different groups and communities such as family and school. L8 - Explore ways in which they are all unique. L9 - Identify ways in which we are the same as all other people; what we have in common with everyone else. R7 - Offer constructive support to others. R9 - Identify what makes them special.	L7 - Exploring different kinds of responsibilities at school and in the community. L9 - Identifying what being part of a community means. L11 - Appreciate the range of identities in the UK. R10 - Listen and respond respectfully. R13 - Identifying that differences and similarities between people arise from a number of factors.	L7 - Exploring different kinds of responsibilities at school and in the community. L9 - Identifying what being part of a community means. R13 - Identifying that differences and similarities between people arise from a number of factors.
Relationships	R2 - Recognising our behaviour can affect others. R4 - Recognising what is fair and unfair, kind and unkind, what is right and wrong. R6 - Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). R7 - Offering constructive support and feedback to others. R9 - Identifying their special people (family, friends, carers) and how they should care for each other.	R2 - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships. R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. R4 - Recognising different types of relationship. R7 - Understanding that actions affect themselves and others. R9 - Understanding when it is right to 'break a confidence' or 'share a secret'. R10 - Listening and responding respectfully. R21 - Understanding personal boundaries	R2 - Recognising what a healthy relationship is. R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. R4 - Recognising different types of relationship, including those between acquaintances, friends, relatives and families. R5, R6 - Understanding the true meaning behind civil partnerships and marriage. R12 - Resolving conflicts. R20 - Recognising that forcing anyone to marry is a crime. R21 - Understanding about confidentiality and about times when it is necessary to break a confidence.

Exploring Emotions	<p>R1- Recognising a range of feelings in ourselves and other people.  R1 - Recognising how others show feelings and how to respond.  R2 - Recognising that their behaviour can affect others.  H1 - Communicating feelings to others.  H4 - Developing simple strategies for managing feelings.  H4 - Using words to describe a range of feelings.</p>	<p>R1 - Recognising a wide range of emotions in themselves and others.  R1 - Responding appropriately to a range of emotions in themselves and others.  R7 - Understanding their actions affect themselves and others.  R12 - Developing strategies to resolve disputes.  R12 - Identifying strategies to manage emotions.  H1, H6 - Deepening their understanding of good and not so good feelings.  H6 - Extending vocabulary to help explain the range and intensity of feelings.  H7 - Recognising conflicting emotions</p>	<p>R1 - Recognising a wider range of feelings in others and how to respond appropriately.  R7 - Recognising that their actions can affect themselves and others.  R12 - Developing strategies to resolve disputes.  H6 - Deepening their understanding of good and not so good feelings.  H6 - Extending emotional vocabulary.  H6 - Exploring the intensity and range of feelings.  H7 - Recognising when they experience conflicting emotions and how to manage these.</p>
Money Matters	<p>L6 - Recognising what money looks like.  L6 - Identifying how money is obtained.  L6 - Understanding the ways money can be used.  L7 - Understanding how to keep money safe and what influences choices</p>	<p>L10 - Identify the role of voluntary and charity groups.  L12 - Understanding different values and customs.  L13 - Exploring how to manage money.  L13 - Explaining the importance of money in people's lives and how money is obtained.  L14 - Understanding the concepts of interest, loan, debt and tax.  L16 - Understanding enterprise and begin to develop enterprise skills.</p>	<p>L13 - Understand how finance plays an important part in people's lives.  L13 - Understanding about being a critical consumer.  L14 - Developing an understanding of the concepts of interest, loan, debt and tax.  L15 - Identifying how resources are allocated and the effects on individuals, communities and the environment.  L16 - Developing enterprise skills.  L18 - Critiquing how social media presents information.  R15 -Recognising and managing dares</p>
Being Safe	<p>H11 - Identifying household products are</p>	<p>H2 - Understanding how to make informed choices.</p>	<p>H2 - Understanding how to make informed choices.  H10 - Exploring how to</p>

	<p>hazards if not used properly.</p> <p>H12 - Exploring rules for and ways of keeping safe in a range of situations.</p> <p>H13 - Knowing who to go to if they are worried.</p> <p>H14, H15 - Recognising that they share a responsibility for keeping themselves and others safe.</p> <p>H16 - Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy.</p> <p>L2 - Understanding why rules are important in keeping us safe.</p> <p>L10 - Identifying people who work in the community and how to ask for help.</p>	<p>H10 - Exploring how to recognise, predict and assess risks in different situations.</p> <p>H11 - Understanding that increased independence brings increased responsibility to keep themselves safe.</p> <p>H15 - Understanding how rules can keep them safe.</p> <p>H15 - Identifying where and how to get help.</p> <p>H21 - Developing strategies for keeping physically and emotionally safe in different situations.</p> <p>H22 - Understanding the importance of protecting information particularly online.</p> <p>H23, H24, H25 - Understanding how to become digitally responsible</p>	<p>recognise, predict and assess risks in different situations.</p> <p>H11 - Understanding that increased independence brings increased responsibility to keep themselves safe.</p> <p>H15 - Explaining how rules can keep them safe.</p> <p>H15 - Identifying where and how to get help.</p> <p>H16 - Understanding the term 'habit.'</p> <p>H21 - Developing strategies for keeping physically and emotionally safe in different situations.</p> <p>H22 - Understanding the importance of protecting information particularly online.</p> <p>H23, H24, H25 - Understanding how to become digitally responsible</p>
Changes	<p>H5- Exploring what change means.</p> <p>H5 - Exploring loss and change and the associated feelings.</p> <p>H8 - Exploring the changes of growing from young to old.</p> <p>H9 - Managing change positively.</p> <p>H13 - Identifying strategies and where to go for help</p>	<p>H6 - Understanding good and not so good feelings including their range and intensity.</p> <p>H7 - Developing an understanding that change can cause conflicting emotions.</p> <p>H7 - Acknowledging, exploring and identifying how to manage change positively.</p> <p>H8 - Exploring changes.</p> <p>H14 - Knowing where to go for help and how to ask for help</p>	<p>H6 - Explaining intensity of feelings.</p> <p>H6 - Exploring and managing the difficult emotions.</p> <p>H7 - Acknowledging and managing change positively.</p> <p>H8 - Managing transition to secondary school.</p> <p>H8 - Exploring and managing loss, separation, divorce and bereavement.</p> <p>H14 - Practising asking for help and knowing where to go for help</p>