



BROOK FIELD PRIMARY SCHOOL

Relationships and Health Education Policy Statement

INTRODUCTION

At Brook Field, we provide our children with Relationships and Health Education (RHE). RHE is lifelong learning about emotions, relationships, physical health, mental well-being and the changing adolescent body. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Brook Field School aims to support young people through promoting their physical, emotional, cultural and moral development. Young people need to learn to respect themselves and others, especially as they move with confidence from childhood through adolescence into opportunities, responsibilities and experiences of adult life.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. (Taken from Relationships Education, Relationships and Sex Education and Health Education 2019)

STATUTORY REQUIREMENTS

As a Primary Academy School we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

AIMS

Relationships and Health Education at Brook Field aims to:

- Provide a framework in which sensitive discussions can take place
- Deal with issues of religion, cultural differences and ethnicity sensitively
- Create an atmosphere of respect and acceptance
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around contexts of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

IMPLEMENTATION OF POLICY AIMS

There are links to be found within the programme of study in the Science National Curriculum document under the headings Animals including Humans or Living Things and their Habitats.

SPIRTUAL, MORAL, SOCIAL AND CULTURAL AND BRITISH VALUES

Spiritual, Moral, Social and Cultural development is an inclusive element of our RHE curriculum, with every opportunity taken within our sessions to develop our children's skills within these areas further.

Within this subject area, the children develop their oracy skills by discussing and respecting other people's faith, feelings and values. Children are taught what is right and wrong, recognising legal boundaries and developing the belief that actions have consequences. Activities which involve group work enhance the children's values of democracy, individual liberty and mutual respect. Children can draw upon similarities and differences between cultural, religious, ethnic and socio-economic communities. Lessons within RHE develop a sense of enjoyment and fascination about learning about themselves, others and the world around them.

Please also refer to the SMSC policy and the SMSC section on our website.

PLANNING & TEACHING

RHE is taught within the Personal, Social, Health and Economic Education (PSHE) and Science Curriculum. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- families and people who care for me
- have the confidence and self-esteem to value themselves
- caring friendships
- respectful relationships
- online relationships
- being safe
- knowing how to access advice and support

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 or young carers).

KEY STAGE 1 SCIENCE CURRICULUM

(National Curriculum Statutory content)

Year 1

- 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

KEY STAGE 1 PSHE CURRICULUM

- the names for the main parts of the body (including external genitalia) the similarities and difference between boys and girls
- how to maintain physical, mental and emotional health and well-being
- how to manage risks to physical and emotional health and well-being
- ways of keeping physically and emotionally safe
- about managing change, such as transition and loss
- how to make informed choices about health and well-being and to recognise sources of help with this

KEY STAGE 2 SCIENCE CURRICULUM

(National Curriculum Statutory content)

Year 5

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- learn about the changes experienced in puberty

KEY STAGE 2 PSHE CURRICULUM

- how their body will change as they approach and move through puberty
- about human reproduction
- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships

The teaching of the RHE curriculum content also includes the Jigsaw scheme's unit of 'Changing Me' and is supported with a variety of teaching materials with age appropriate books and videos. See below for the progression of each year groups objectives. This content is non-statutory.

Changing Me Unit	
Foundation Stage	How we have changed since we were babies
Year 1	<p>Understand that growing and changing is natural and happens to everyone's bodies at different rates</p> <p>Understand that certain body parts are private</p>
Year 2	<p>Understand that growing up is a journey</p> <p>Know the physical differences between boys and girls and use the correct names for parts of the body. Know that parts of the body are private.</p>
Year 3	<p>Understand what babies need to grow</p> <p>Identify the outside body changes between boys and girls when growing up, using the correct names for parts of the body</p> <p>Identify the difference between changes that can and cannot be controlled</p>
Year 4	<p>Understand that some physical characteristics have come from birth parents – discuss genes</p> <p>Discuss the circle of change and how some are outside of our control</p>
Year 5	<p>How a girl's body changes during puberty, including menstruation</p> <p>Know the importance of looking after yourself physically and emotionally</p> <p>Develop the understanding of changes for both sexes</p>
Year 6	<p>Consolidate physical and emotional changes and how they affect us</p> <p>Understand how a baby develops from conception through to nine months of pregnancy, and the wonder of new life</p>

- The following teaching strategies support active learning and will be used where appropriate: sharing ideas, discussions, listening exercises, scenarios, drawings, question boxes and story boards.
- Teachers have the main responsibility for teaching the curriculum content in the classroom and will choose to teach certain issues in single sex groups where appropriate.
- Where matters of RHE arise in other areas of the curriculum, sessions will be structured within the RHE policy guidelines, and will remain within the context of that particular curriculum area.

More able children will be challenged within RHE and PSHE sessions through different cut away activities; the use of different resources; and a greater depth of questioning to develop their RHE understanding and vocabulary even further.

More Able children may present themselves in the following ways:

- Thorough knowledge of a subject area.
- A child being able to relate what is being studied to their first-hand experiences.

- A deeper understanding of the concepts or ideas being explored as shown in written work or through the pupil's conversations in class.
- Relating their thoughtful insights and comparing/contrasting these to others.
- Having a curious attitude to the big questions and complex issues being explored in sessions.
- Having a clear academic ability to analyse, compare and evaluate content regarding relationships and health education.

Teachers will provide differentiated planning according to the needs of children with SEN. They will be taught in mixed ability groups where appropriate or in ability groups supervised by the teacher or teaching assistant. Careful questioning and observation will be used as the main form of assessing these children in RHE to ensure they achieve their maximum potential. Opportunities will be provided to develop not only their written skills but also speaking and listening through appropriate Oracy tasks.

For more information, please refer to the Teaching & Learning, SEND and Inclusion, also the More Able Policies.

DIFFERENTIATION, SPECIAL AND ADDITIONAL EDUCATIONAL NEEDS

All children are encouraged to work to the best of their ability. Careful planning ensures differentiation, success and progression for all children. When planning and selecting materials, tasks and resources and teaching styles, all teaching staff take into account the needs of all pupils in terms of abilities and stages of development.

ORGANISATION & RESOURCES

As RHE is taught within Jigsaw's PSHE scheme of work, a number of resources are taken directly from this programme of study. Such resources include age appropriate books, images, scenario cards and video clips. Each class has access to a worry monster or worry box to write any concerns or issues they would like to discuss regarding PSHE or RHE related content. Linking with our Reading Curriculum, a selection of books, regarding cultural diversity, positive body image and positive relationships are accessible to the children. The RHE co-ordinator is responsible for ensuring all staff have access to age appropriate resources to deliver the successful teaching of RHE.

ASSESSMENT & MONITORING

At Brook Field Primary School, we assess pupil's work in RHE by making informal judgements as we observe them during each PSHE Jigsaw lesson. On completion of a piece of work, the teacher will make comments as necessary. At the end of a unit of work in the Jigsaw Scheme, the teacher will make a summary judgement about the work of each pupil, if they are working towards, working at, or exceeding the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year. For further details, refer to our Assessment Policy.

The monitoring and evaluating of RHE, are undertaken by the RHE and PSHE Co-ordinator through:

- Looking at children's work in an annual work scrutiny.
- Completing a learning walk
- Discussions with children from each year group during annual Pupil Voice.
- Meeting with the Head Teacher to discuss children's progress in PSHE and RHE.
- Reviewing provision of resources

THE ROLE OF RELATIONSHIPS AND HEALTH EDUCATION CO-ORDINATOR

The role of the RHE co-ordinator is to:

- Monitor the RHE carried out across year groups by scrutiny of work, planning, assessment and pupil voice. This includes monitoring of the frequency of RHE teaching across the year.
- Support colleagues in teaching the subject through sharing good practice and delivering staff meetings to ensure consistency of approaches and expectations.
- Renew, update and supplement resources needed to deliver the curriculum successfully.
- Involve Governors in the development and monitoring of the subject.
- Attend appropriate CPD and cluster meetings to ensure up to date and relevant professional development in this subject.

PARENTS/CARERS

- Parents/carers will be invited to preview teaching materials used in the Jigsaw scheme theme of Changing Me for their child's year group annually.
- Parents/carers are unable to withdraw their child from relationship education. As stated under sections 34 and 35 of the Children and Social Work Act 2017, making RHE compulsory for all pupils receiving primary education.
- Parents have the right to withdraw their child from the non-statutory components of sex education within RHE, see Changing Me unit referred to above. The procedure for this is to request a meeting with the Head teacher to discuss and then send a letter to the Head and Governors formally requesting withdrawal from the lesson. Alternative work will be given to pupils who are withdrawn from this area of the curriculum.

For specific details about possible related issues please refer to other school policies, e.g. P.S.H.E, Confidentiality, Child Protection, Anti-Bullying and E-Safety.

APPENDIX 1

Curriculum Map for RHE:

Jigsaw PSHE Overview

	Being Me	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS	<p>I understand how it feels to belong and that we are similar and different</p> <p>I can start to recognise and manage my feelings</p> <p>I enjoy working with others to make school a good place to be</p> <p>I understand why it is good to be kind and use gentle hands</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play</p> <p>I am learning what being responsible means</p>	<p>I can identify something I am good at and understand everyone is good at different things</p> <p>I understand that being different makes us all special</p> <p>I know we are all different but the same in some ways</p> <p>I can tell you why I think my home is special to me</p> <p>I can tell you how to be a kind friend</p> <p>I know which words to use to stand up for myself when someone says or does something unkind</p>	<p>I understand that if I persevere I can tackle challenges</p> <p>I can tell you about a time I didn't give up until I achieved my goal</p> <p>I can set a goal and work towards it</p> <p>I can use kind words to encourage people</p> <p>I understand the link between what I learn now and the job I might like to do when I'm older</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>I understand that I need to exercise to keep my body healthy</p> <p>I understand how moving and resting are good for my body</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>I know how to help myself go to sleep and understand why sleep is good for me</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p>	<p>I can identify some of the jobs I do in my family and how I feel like I belong</p> <p>I know how to make friends to stop myself from feeling lonely</p> <p>I can think of ways to solve problems and stay friends</p> <p>I am starting to understand the impact of unkind words</p> <p>I can use Calm Me time to manage my feelings</p> <p>I know how to be a good friend</p> <p>* Children know who to talk to if they are concerned about any form of abuse, including child on child, sexual violence and/or sexual harassment</p>	<p>I can name parts of the body</p> <p>I can tell you some things I can do and foods I can eat to be healthy</p> <p>I understand that we all grow from babies to adults</p> <p>I can express how I feel about moving to Year 1</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p>I can share my memories of the best bits of this year in Reception</p>
Year 1	<p>I feel special and safe in my class</p> <p>I understand the rights and responsibilities as a member of my class</p> <p>I know my views are valued and can contribute to the</p>	<p>I can identify similarities between people in my class</p> <p>I can identify differences between people in my class</p> <p>I can tell you what bullying is</p> <p>I know some people who I</p>	<p>I can set simple goals</p> <p>I can set a goal and work out how to achieve it</p> <p>I understand how to work well with a partner</p> <p>I can tackle a new challenge</p>	<p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy</p> <p>I know how to make healthy lifestyle choices</p> <p>I know how to keep myself</p>	<p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>I can identify what being a good friend means to me</p> <p>I know appropriate ways of</p>	<p>I am starting to understand the life cycles of animals and humans</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same</p>

	<p>Learning Charter</p> <p>I can recognise the choices I make and understand the consequences</p> <p>I understand my rights and responsibilities within our Learning Charter</p>	<p>could talk to if I was feeling unhappy or being bullied</p> <p>I know how to make new friends</p> <p>I can tell you some ways I am different from my friends</p>	<p>and understand this might stretch my learning</p> <p>I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p>	<p>clean and healthy, and understand how germs cause disease/illness</p> <p>I know that all household products including medicines can be harmful if not used properly</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p>	<p>physical contact to greet my friends and know which ways I prefer</p> <p>I know who can help me in my school community</p> <p>I can recognise my qualities as person and a friend</p> <p>I can tell you why I appreciate someone who is special to me</p> <p>* Children know who to talk to if they are concerned about any form of abuse, including child on child, sexual violence and/or sexual harassment</p>	<p>I can tell you how my body has changed since I was a baby</p> <p>I understand that every time I learn something new I change a little bit</p> <p>I can tell you about changes that have happened in my life</p>
Year 2	<p>I recognise when I feel worried and know who to ask for help</p> <p>I understand the rights and responsibilities for being a member of my class and school</p> <p>I understand the rights and responsibilities for being a member of my class</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences</p> <p>I understand how following the Learning Charter will</p>	<p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>I understand some ways in which boys and girls are different and accept that this is OK</p> <p>I understand that bullying is sometimes about difference</p> <p>I can recognise what is right and wrong and know how to look after myself</p> <p>I understand that it is OK to be different from other people and to be friends with</p>	<p>I can choose a realistic goal and think about how to achieve it</p> <p>I carry on trying (persevering) even when I find things difficult</p> <p>I can recognise who I work well with and who it is more difficult for me to work with</p> <p>I can work well in a group</p> <p>I can tell you some ways I worked well with my group</p> <p>I know how to share success</p>	<p>I know what I need to keep my body healthy</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p> <p>I understand how medicines work in my body and how important it is to use them safely</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p>	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>I can identify some of the things that cause conflict with my friends</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is</p>	<p>I can recognise cycles of life in nature</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some</p>

	<p>help me and others learn</p> <p>I can recognise the choices I make and understand the consequences</p>	<p>them</p> <p>I can tell you some ways I am different from my friends</p>	<p>with other people</p>	<p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can decide which foods to eat to give my body energy</p>	<p>not good to keep a secret</p> <p>I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I can express my appreciation for the people in my special relationships</p> <p>* Children know who to talk to if they are concerned about any form of abuse, including child on child, sexual violence and/or sexual harassment</p>	<p>parts of my body are private</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like</p> <p>I can identify what I am looking forward to when I move to my next class</p>
Year 3	<p>I recognise my worth and can identify positive things about myself and my achievements.</p> <p>I can set personal goals</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I understand that my actions affect myself and others and I care about other people's feelings</p> <p>I can make responsible</p>	<p>I understand that everybody's family is different and important to them</p> <p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know what it means to be a witness to bullying</p> <p>I know that witnesses can make the situation better or worse by what they do</p> <p>I recognise that some words are used in hurtful ways</p> <p>I can tell you about a time when my words affected someone's feelings and what</p>	<p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>I can identify a dream/ambition that is important to me</p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>I am motivated and enthusiastic about achieving our new challenge</p> <p>I can recognise obstacles which might hinder my achievement and can take steps to overcome them</p>	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I know that the amount of calories, fat and sugar I put into my body will affect my health</p> <p>I can tell you my knowledge and attitude towards drugs</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can identify when something feels safe or</p>	<p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener</p> <p>I know and can use some strategies for keeping myself safe online</p> <p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>I understand how my needs and rights are shared by children around the world</p>	<p>I understand that in animals and humans lots of changes happen when growing up, and that usually it is the female who has the baby</p> <p>I understand what a baby needs to live and grow</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>I can identify what I am looking forward to when I move to my next class</p>

	<p>choices and take action</p> <p>I understand my actions affect others and try to see things from their points of view</p>	<p>the consequences were</p>	<p>I can evaluate my own learning process and identify how it can be better next time</p>	<p>unsafe</p> <p>I understand how complex my body is and how important it is to take care of it</p>	<p>and can identify how our lives may be different.</p> <p>I know how to express my appreciation to my friends and family</p> <p>* Children know who to talk to if they are concerned about any form of abuse, including child on child, sexual violence and/or sexual harassment</p>	
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Year 4	I know my attitudes and actions make a difference to the class team	I understand that, sometimes, we make assumptions based on what people look like	I can tell you about some of my hopes and dreams	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most	I can recognise situations which can cause jealousy in relationships	I understand that some of my personal characteristics have come from my birth parents.
	I understand who is in my school community, the roles they play and how I fit in	I understand what influences me to make assumptions based on how people look	I understand that sometimes hopes and dreams do not come true and that this can hurt	I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations	I can identify someone I love and can express why they are special to me	I know how the circle of change works and can apply it to changes I want to make in my life
	I understand how democracy works through the School Council	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure	I know that reflecting on positive and happy experiences can help me to counteract disappointment	I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke	I can tell you about someone I know that I no longer see	I can identify changes that have been and may continue to be outside of my control that I learnt to accept
	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell	I know how to make a new plan and set new goals even if I have been disappointed	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I can identify what I am looking forward to when I move to a new class
	I understand how groups come together to make decisions	I can identify what is special about me and value the ways in which I am unique	I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	
	I understand how democracy and having a voice benefits the school community	I can tell you a time when my first impression of someone changed when I got to know them	I can identify the contributions made by myself and others to the group's achievement	I can recognise when people are putting me under pressure and can explain ways to resist this when I want	I know how to show love and appreciation to the people and animals who are special to me	
				I know myself well enough to have a clear picture of what I believe is right and wrong	* Children know who to talk to if they are concerned about any form of abuse, including child on child, sexual violence and/or sexual harassment	
Year 5	I can face new challenges positively and know how to	I understand that cultural differences sometimes cause	I understand that I will need money to help me achieve	I know the health risks of smoking and can tell you how tobacco affects the	I have an accurate picture of who I am as a person in terms of my characteristics	I am aware of my own self-image and how my body image fits into that

	<p>set personal goals</p> <p>I understand my rights and responsibilities as a citizen of my country</p> <p>I understand my rights and responsibilities as a citizen of my country and as a member of my school</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p>conflict</p> <p>I understand what racism is</p> <p>I understand how rumour-spreading and name-calling can be bullying behaviours</p> <p>I can explain the difference between direct and indirect types of bullying</p> <p>I can compare my life with people in the developing world</p> <p>I can understand a different culture from my own</p>	<p>some of my dreams</p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p>I can describe the dreams and goals of young people in a culture different to mine</p> <p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p>	<p>lungs, liver and heart.</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I understand how the media, social media and celebrity culture promotes certain body types</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>	<p>and personal qualities</p> <p>I understand that belonging to an online community can have positive and negative consequences</p> <p>I understand there are rights and responsibilities in an online community or social network</p> <p>I know there are rights and responsibilities when playing a game online</p> <p>I can recognise when I am spending too much time using devices (screen time)</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>* Children know who to talk to if they are concerned about any form of abuse, including child on child, sexual violence and/or sexual harassment</p>	<p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' bodies change during puberty</p>
Year 6	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p>	<p>I understand there are different perceptions about what normal means</p> <p>I understand how being</p>	<p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)</p>	<p>I can take responsibility for my health and make choices that benefit my health and well-being</p> <p>I know about different types of drugs and their</p>	<p>I know that it is important to take care of my mental health</p> <p>I know how to take care of my mental health</p> <p>I understand that there are</p>	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after</p>

	<p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand that my actions affect other people locally and globally</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community</p>	<p>different could affect someone's life</p> <p>I can explain some of the ways in which one person or a group can have power over another</p> <p>I know some of the reasons why people use bullying behaviours</p> <p>I can give examples of people with disabilities who lead amazing lives</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration</p>	<p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>I can identify problems in the world that concern me and talk to other people about them</p> <p>I can work with other people to help make the world a better place</p> <p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I know what some people in my class like or admire about me and can accept their praise</p>	<p>uses and their effects on the body particularly the liver and heart</p> <p>I understand that some people can be exploited and made to do things that are against the law</p> <p>I know why some people join gangs and the risks this involves</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p>	<p>different stages of grief and that there are different types of loss that cause people to grieve</p> <p>I can recognise when people are trying to gain power or control</p> <p>I can judge whether something online is safe and helpful for me</p> <p>I can use technology positively and safely to communicate with my friends and family</p> <p>* Children know who to talk to if they are concerned about any form of abuse, including child on child, sexual violence and/or sexual harassment</p>	<p>yourself physically and emotionally</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p>
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