



Policy for Relationships Education

Document History

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June 2020	Draft Policy – consultation with governors
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Any reference to parents in this document refers to any adult defined as such by the 1996 Education Act.
Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

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1. Aims

The aims of Relationships Education at Ivybridge Primary School are to:

- › Provide a framework in which sensitive discussions can take place
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around relationships
- › Consistently link back to Ivybridge's values of: **Responsibility, Respect, Integrity, Passion, Aspiration and Resilience.**
- › Consistently link back to Ivybridge's school ethos: ***Working together we will discover, nurture and challenge the champion in all of us.***

2. Statutory requirements

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

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

At Ivybridge Primary School we teach Relationships Education 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 – the PSHE subject leader 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 consultation – carried out online due to COVID-19 lockdown
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4. Pupil consultation – pupils, through the school council and other forums, will be involved in ongoing discussion and review of our Relationships Curriculum.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

Relationships Education involves a combination of sharing information and exploring issues and values.

5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff taking into account the age, needs and feelings of pupils.

6. Delivery of Relationship Education

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum (refer to PSHE Policy for more detail). Biological aspects of Relationships Education are taught within the science curriculum and other aspects are included in Religious Education (RE), Computing (ICT) and Physical Education (PE).

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

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

Teaching of Relationships Education at Ivybridge Primary School will take into account the age, ability, readiness and cultural backgrounds of children and those with English as a second language to ensure that all can fully access Relationships Education provision. All teachers adapt the curriculum to meet the needs of all children. Please see the following policies for extra details: inclusion, equality, diversity.

As Relationships Education is under the umbrella of our PSHE curriculum, the planning, teaching and learning is the same. Each term is dedicated to following a specific core theme and within that theme specific skills are taught and covered. The half termly school value is also interwoven into explicit Relationships Education lessons as well as through day to day teaching. This approach has been devised in such a way that the learning skills for each year group are progressive and age appropriate. The teaching and delivering of our PSHE/Relationships Education programme ensures that teachers provide learning opportunities matched to the individual needs of children including those with additional needs and with English as an additional language.

In Early Years: Alongside the whole school programme we teach Relationship Education in Nursery and Reception as an integral part of the Early Years curriculum, using the Development Matters as guidance and objectives set out in the Early Years Profile. Class teachers are responsible for teaching and delivering

quality weekly sessions which include well-planned circle time sessions. Circle time sessions are carefully planned and include a wide range of strategies and resources to engage children e.g. role play and puppets.

In KS1: In KS1 teachers plan and deliver frequent, quality circle time sessions to cover all aspects of emotional wellbeing. Circle time sessions are carefully planned and include a wide range of strategies and resources to engage children e.g. role play and puppets. KS1 also plans and delivers explicit Relationship Education lessons to cover the different core themes throughout the year.

In KS2: In KS2 a variety of teaching approaches need to be used, for example opportunities for children to speak, ask questions, offer opinions, debate, circle time. KS2 also plans and delivers explicit Relationship Education lessons to cover the different core themes throughout the year.

A safe learning environment needs to be established in which the children are able to take part in open discussions. Ground rules should be set which will help to reduce anxiety and embarrassment and minimises unconsidered, unintended personal disclosures. A key ground rule is that no personal questions should be asked.

For more information about our Relationships Education curriculum, see Appendix 1.

These areas of learning in our Relationships Education curriculum 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 look very different to different people), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 School Governors

The governing body will approve the Relationships Education policy, and hold the head teacher to account for its implementation.

7.2 The head teacher

The head teacher is responsible for ensuring that Relationships Education is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- › Delivering Relationships Education in a sensitive way
- › Modelling positive attitudes to Relationships Education
- › Monitoring progress
- › Responding to the needs of individual pupils

The staff responsible for overseeing the teaching of Relationships Education at Ivybridge Primary School are listed below:

Caroline McKay – Head teacher
Jo Hilton – Deputy Head
Sophie Tomlin – Assistant Head
Dinah Pinto – PSHE/RSE Subject Lead

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education.

At Ivybridge Primary School, we teach sex education as part of the statutory science curriculum, not within Relationships Education. Parents do not have the right to withdraw their children from the statutory components of sex education within Science.

9. Training

Part of staff induction at Ivybridge Primary School is to read the school policies and schemes of work. We also have a continuing programme of CPD (including Inset's, C8 meetings) which provide support and training where necessary.

10. Monitoring arrangements

The delivery of Relationships Education is monitored by Dinah Pinto – PSHE subject leader through: planning/book scrutinies, learning walks, staff audits and pupil voice interviews.

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

This policy will be reviewed every three years unless circumstances require this to occur earlier.

	Autumn Term CLJ Responsibility Respect	Spring Term CLJ Integrity Passion	Summer Term CLJ Aspiration Resilience
EYFS	N:Getting to know you N:Celebrations R:All about me R:People who help us	N:Traditional Stories R:Pets and Animals R:Bears	N&R: Around the world N:In the garden[R:Tell me a tale
Year 1	<p style="text-align: center;">Heroes</p> <p>Autumn 1 – Health and well-being - Physical (keeping safe and healthy)</p> <ul style="list-style-type: none"> *I can explain why it is important to keep clean. *I understand some basic hygiene routines. *I understand some areas in which I can look after myself e.g. dressing and undressing *I understand the need for keeping my teeth clean *I understand the need for rest and sleep *I can say what things might be harmful at home. *I can say what things can be harmful if not used properly. *I can say where in school I feel safe. *I can identify where in the locality I feel less safe and why. (e.g. canal, river, pond, railway, roads,) *I can say where and when it is safe to cross the road. *Different routes and landmarks on the way to and from school. <p>Autumn 2 – Health and well-being - Relationships (growing and caring for ourselves)</p> <ul style="list-style-type: none"> *I can describe good and not so good feelings and ways I can manage them to make me feel better. *I understand how to keep myself clean. *I understand why personal hygiene is important. *I can identify similarities and differences between myself and the opposite gender. *I know about growing and changing and that babies grow into children and then into adults. *I can describe my family and understand why everyone’s 	<p style="text-align: center;">Scales, Fur & Feathers</p> <p>Spring 1 – Relationships - Social (beginning to understand me and others)</p> <ul style="list-style-type: none"> *I can describe who a friend is and what a friend does. *I can demonstrate some skills needed to make and maintain friendships. *I can describe and begin to value individuality and to recognise and celebrate my emotions, gifts and talents. *I can recognise similarities and differences between myself and my peers *I can share my opinions with everyone in the class, one at a time. *I can say when I think something is fair or unfair, kind or unkind, right or wrong. *I know what to do if I am unhappy with things that happen to me. <p>Spring 2 – Relationships - Emotional (knowing what to do)</p> <ul style="list-style-type: none"> *I understand and can explain the school’s/classroom rules for and ways of keeping physically and emotionally safe. *I have begun to have identified some of my feelings and recognised some of the ways I express them. *I recognise how our feelings can influence our friendships. *I realise that my words and actions can affect other people. *I can set simple but challenging goals for myself. *I can distinguish between good and not so good feelings. *I can talk about change and loss and the associated feelings e.g. losing toys, pets or friends. *I can explain how people look after me at home and at school. *I have identified family members and friends and the roles that 	<p style="text-align: center;">Towers, Tunnels & Turrets</p> <p>Summer 1 – Living in the Wider World – Economic Wellbeing (learning about money)</p> <ul style="list-style-type: none"> *I know the value of the coins and notes used in Britain *I am beginning to understand the cost of everyday items *I can recognise & choose the correct value of coins & notes to use *I have learnt the importance of keeping simple financial records (e.g. record money in my money box) *I am aware of the difference between a need and a want *I understand that money is a finite resource and needs to be managed *I am able to consider choices and make informed decisions about spending my money *I am beginning to understand the different choices some people make about what to do with their money *I appreciate that me and my family may need or want different things <p>Summer 2 – Living in the Wider World – Being a Responsible Citizen (taking part and belonging)</p> <ul style="list-style-type: none"> *I am beginning to see how everyone contributes to the life of the classroom *I know what my responsibilities are as part of the class (e.g take turns, share, return things that have been borrowed) *I can identify various groups that I belong to such as family and school *I recognise that everyone is part of the community *I know ways that everyone is the same and different *I understand how basic rules (in school, home and community)

	<p>family is special.</p> <ul style="list-style-type: none"> *I can identify which people look after me, who to go to if I am worried and how I can help them to look after me 	<p>they play.</p> <ul style="list-style-type: none"> *I know who I can talk to at home and at school if I am sad. *I know the difference between secrets and surprises. *I understand not to keep adults' secrets/when to say, 'yes' or 'no'. 	<p>protect myself and others</p> <ul style="list-style-type: none"> *I am beginning to understanding of how rules are made *I am aware of some basic things that people can do to improve or harm the local community and environment *I am beginning to know what is meant by respect – for self and others *I am beginning to know what is meant by 'bullying' and the consequences of this, for both 'victim', 'bully' and wider community
Year 2	<p>Animals, Astronauts & Aliens</p> <p>Autumn 1 – Health and well-being - Physical (keeping myself healthy)</p> <ul style="list-style-type: none"> *I can feel the effect of exercise on my body *I can explain why physical activity is healthy *I can say what physical activity I enjoy *I can explain what choices I make that are healthy *I can explain the different kinds of food that I should eat. *I can explain how some foods can harm my body (teeth etc) *I can make healthy choices in my food. *I can describe how to look after particular parts of the body. *I can explain why it is important to keep clean. *I can describe and carry out basic hygiene. *I know what to take responsibility for & when to ask for help. *I can explain what things an adult can do that a baby cannot. <p>Autumn 2 – Health and well-being - Relationships (differences)</p> <ul style="list-style-type: none"> *I can describe some of the similarities and differences between boys and girls. *I understand that some people have fixed ideas about what boys and girls can do. *I can describe some differences between male and female animals. *I understand that making a new life needs a male and a female. *I can name the main body parts, including the male and female private parts, with confidence. *I understand it is important to look after my body because that can help me have a healthy lifestyle. *I understand that everyone's body is different and that we celebrate difference. 	<p>Engineering Excellence</p> <p>Spring 1 – Relationships - Social (others and me in my class)</p> <ul style="list-style-type: none"> *I have strategies that I can use to resolve simple arguments or disagreements through negotiation. *I know and value the different groups to which I belong. *I can identify some of the many differences between children in our class. *I can identify when I am unhappy/uncomfortable. *I know how to report experiences that I was not comfortable or happy with at school and at home. <p>Spring 2 – Relationships - Emotional (developing confidence)</p> <ul style="list-style-type: none"> *I know what I am good at. *I can talk about my feelings. *I can talk about change and loss and the associated feelings, including moving home. *I recognise that choices can have good and not so good consequences *I can learn from my experiences. *I can explain the new opportunities and responsibilities that increasing independence may bring. *I can talk about my family networks *I know how to attract the attention of people we trust *I can explain ways that I can help other people to look after them *I know that I share responsibility for keeping myself safe. 	<p>Around the World in 80 Days</p> <p>Summer 1 – Living in the Wider World – Economic Wellbeing (keeping money safe)</p> <ul style="list-style-type: none"> *I understand the difference between a need and a want *I can describe where money comes from, e.g. earn, win, borrow, find, pocket money, presents *I am beginning to understand why we need to work to earn money when we are older *I know I have choices about how I spend my money *I can explore choices and make informed decisions about spending my money *I am beginning to understand that we might not always be able to have things we want *I know that I can keep money in different places and that some are safer than others *I can choose different places to keep money safe and explain why *I am beginning to understand the consequences of losing money (lost or stolen) and how it might make me feel *I know that I don't have to spend my money, I can save it to use later *I understand why saving up for something is an appropriate choice to make *I am beginning to understand how saving might make me feel <p>Summer 2 – Living in the Wider World – Being a Responsible Citizen (rights and responsibilities)</p> <ul style="list-style-type: none"> *I know that people and other living things have needs *I understand the difference between a need and a want *I know about The United Nations Convention on the Rights of the Child (UNCRC) *I am aware of some basic rights for children and young people *I am aware of the need to protect children's rights in other countries and societies *I know that childhood looks different for many children in other

			parts of the world *I have a beginning awareness of my responsibilities as a member of the class, my family and the wider community
Year 3	<p style="text-align: center;">Tomb Raiders</p> <p>Autumn 1 – Health and well-being - Physical (safe and healthy at home, school and locally) *I can explain that bacteria and viruses can affect health. *I understand that some illnesses are passed on to others whereas other kinds are not. *I can explain terms, 'risk', 'danger' and 'hazard' *I can assess risks in different situations and I am able to decide how to manage them responsibly, including sensible road use. *I can explain why our school has rules to keep us safe and healthy. *I know some hazards that I should point out to an adult. (Responsibility) *I know who to ask for help at home, in school and out in the locality.</p> <p>Autumn 2 – Health and well-being - Relationships (valuing differences and keeping safe) *I can tell the difference between male and female babies and children. *I can name male and female body parts using agreed scientific words. *I understand why males and females have different private parts. *I can identify different types of touch that people like and dislike. *I can talk about ways of dealing with unwanted touch. *I can identify the similarities and differences between different types of families. *I understand that it's important to respect the difference between families. *I can identify my special people (family, friends, carers) and what makes them special. *I know how my family should care for one another and who we can go to for help and support.</p>	<p style="text-align: center;">Through the Ages</p> <p>Spring 1 – Relationships - Social (supporting friends and other people) *I can recognise a wide range of feelings in others. *I can respond appropriately to a wide range of feelings in others. *I know how to make and keep friends. *I have thought about when it is better to stop being friends with someone *I know what to do if I am a witness to bullying. *I can listen to other children and respond appropriately whether I agree or disagree with that viewpoint.</p> <p>Spring 2 – Relationships - Emotional (more about me) *I know what makes me feel good. *I know what makes me feel bad *I can say what food I like. *I can explain why I eat other things and I can make good food choices. *I can identify and reflect on and celebrate my achievements and strengths. *I know when I need to listen to my emotions. *I know the importance of protecting personal information, including passwords, addresses and images. *I can use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes me uncomfortable, anxious or that I believe to be wrong. (Such pressure may come for people they know as well as others).</p>	<p style="text-align: center;">Flash! Bang! What a picture.</p> <p>Summer 1 – Living in the Wider World – Economic Wellbeing (let's go shopping) *I know that I can pay for things in a range of ways *I can describe other ways of making payments and understand the reasons for them *I know there are different ways of keeping track of my money *I can plan and track my spending and saving by keeping accurate records *I know that the choices I make about spending and saving money can be influenced by and have an impact on other people *I am beginning to understand that different people have different attitudes to and feelings about spending and saving money *I am beginning to know that some things are better 'value for money' than others *I can make choices based on my own needs and resources *I understand that it may not be possible to have everything you want, straight away, if at all</p> <p>Summer 2 – Living in the Wider World – Being a Responsible Citizen (diversity and society) <i>Revision of past learning: communities I belong to. Rights and responsibilities</i> *I know the groups that make up the community I live in *I know what religious and ethnic identities live throughout the UK *I know about a variety of institutions that support communities, locally and nationally *I know what can improve and harm the community *I realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities *I can think about the lives of people living in other places, and people with different values and customs *I can see and respect other people's points of view</p>
Year 4	<p style="text-align: center;">Eureka</p> <p>Autumn 1 – Health and well-being - Physical (helping others</p>	<p style="text-align: center;">Bright Sparks</p> <p>Spring 1 – Relationships - Social (who are these people?)</p>	<p style="text-align: center;">Empire Strikes Back</p> <p>Summer 1 – Living in the Wider World – Economic Wellbeing (work and money)</p>

	<p>to keep safe)</p> <ul style="list-style-type: none"> *I can explain more risks in our locality. *I can talk about how to manage those risks *I understand how to call for emergency aid *I can undertake basic first aid procedures and I am confident to undertake them *I can say what is meant by the term 'habit'. *I can explain why habits can be hard to change. <p>Autumn 2 – Health and well-being - Relationships (growing up)</p> <ul style="list-style-type: none"> *I can describe the human lifecycle. *I can describe some of the changes that happen as we grow up. *I can explain how puberty fits into the human lifecycle. *I can identify which parts of the body change during puberty. *I can describe some of the physical differences between children and teenagers. *I understand that going through puberty can affect our bodies and our feelings. *I understand that children change into adults so that they are able to reproduce and puberty is a part of this process. *I recognise that becoming more independent can also mean having more responsibility for looking after myself. 	<ul style="list-style-type: none"> *I have explored different types of relationships. *I understand the difference between secrets and surprises: reminders about CP procedures. *Stereotypes: reflecting on what we think about differences. How language can play a part in this. *Protect yourself against Cyber bullying. <p>Spring 2 – Relationships - Emotional (taking more control)</p> <ul style="list-style-type: none"> *I have experience of how to make informed choices: -what might influence my choices, - to recognise that I may experience conflicting emotions *I have been reminded that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources. *I can reflect on and celebrate my achievements. *I can identify areas for improvement. *I have deepened my understanding of good and not so good feelings *I have extended my vocabulary to enable me to explain more emotions and feelings. 	<ul style="list-style-type: none"> *I know why I might need money in the future *I know there is a range of jobs – paid and unpaid *I can describe different jobs that I might do to earn money when I am older *I understand that some jobs pay more than others *I know about a range of different savings accounts and can explain how I might use financial institutions (banks, building societies etc) to make the most of my money *I am beginning to understand that managing money is complex and if I need help there are people who can help me *I know that if you don't have enough money you can borrow, but you have to pay it back *I understand you can pay for things without having enough money, and this has consequences *I know what charities are for and how they can help others *I understand the benefits of giving to charities – to how I feel and to the charities <p>Summer 2 – Living in the Wider World – Being a Responsible Citizen (the environment)</p> <ul style="list-style-type: none"> *I have a greater understanding of the term 'environment' and see how this applies to both local and global communities *I know a range of factors that improve or harm the natural environment *I am aware of a variety of institutions that support the environment *I am beginning to understand that resources are allocated in different ways and that economic choices affect the sustainability of the environment *I am aware of a range of different environmental concerns, both locally and globally *I am able to research, discuss and debate issues related to the environment *I am able to research and discuss my recommendations for improving the environment *I am able to look at alternatives and explain my choices
Year 5	<p style="text-align: center;">All Change</p> <p>Autumn 1 – Health and well-being - Physical (drug education)</p> <ul style="list-style-type: none"> *I know the definition of drugs and can describe some of the things drugs do *I understand some of the effects and dangers of alcohol *I understand that caffeine is a legal drug that has to be 	<p style="text-align: center;">Central Force</p> <p>Spring 1 – Relationships - Social (being strong)</p> <ul style="list-style-type: none"> *I know the differences between “confidential” and “secret” *I am confident to praise and support and to raise any concerns, appropriately with family, school or the community *I can handle pressure from others to do what I know to be wrong or unkind or damaging *I am aware of the nature and consequences of discrimination, 	<p style="text-align: center;">Our Place in Space</p> <p>Summer 1 – Living in the Wider World – Economic Wellbeing (let's make money! Run an enterprise or fundraising project)</p> <ul style="list-style-type: none"> *I know a range of different ways to pay for things; some may involve using 'credit' and going into debt *I can plan and manage a more complex budget over time *I know that people who sell me things try to make a profit *I can recognise when people aim to influence my choices

	<p>managed sensibly *I know the dangers of smoking and have skills to help me resist the temptation to smoke *I know some of the dangers of cannabis and I understand that it is an illegal drug</p> <p>Autumn 2 – Health and well-being - Relationships (changes at puberty) *I know when puberty is likely to happen *I can explain the main emotional and physical changes that happen during puberty *I know why puberty happens *I can explain what happens during menstruation and a wet dream and give advice on how to manage them when they happen *I know that young people can experience puberty differently and at different times *I can describe some of the different emotions young people can have at puberty and how they might manage them *I know how to stay clean during puberty *I know how to get help and support during puberty</p>	<p>teasing, bullying and aggression.</p> <p>Spring 2 – Relationships - Emotional (moving on with confidence and clarity) *I can look at images and adverts in the media *I can identify what positively and negatively affects my mental and emotional health *I have explored the idea that choices can have positive, neutral and negative consequences *I have reflected on and celebrated my achievements *I can set high aspirations and goals *I have thought about how it feels to not meet my goals and how to respond *I can use vocabulary to enable me to explain both the range and intensity of my feelings to others *I can ask for help clearly from appropriate people should I need to *I can identify some of the issues I will face when I change schools *I can identify those issues, which I am looking forward to and those, which I am not looking forward to and I have explored how to manage these conflicts</p>	<p>*I know what is meant by ‘value for money’ *I can make comparisons between prices when deciding what is ‘value for money’ *I know that there are financial risks associated with the internet and other scams *I can describe some ways to keep my money and identity safe when using the internet *I can calculate profit and loss *I understand why I should be a critical consumer and that my choices about spending and saving can affect others</p> <p>Summer 2 – Living in the Wider World – Being a Responsible Citizen (the media) *I know what is meant by the term ‘media’ *I am aware of a range of different types of media, including social networking *I am able to research issues, problems and events concerning health and well-being *I am able to look at alternative views and opinions *I am beginning to understand how the media influences people’s choices and decisions *I am aware that people can feel pressured by media, including social networking *I know how to keep myself safe and protect my personal identity online *I am able to present information and offer recommendations concerning health and well-being *I am able to explore and critique how the media present information *I am able to research, discuss and debate issues concerning health and well-being *I am able to see and respect alternative views and opinions.</p>
Year 6	<p>Go with the Flow</p> <p>Autumn 1 – Health and well-being - Physical (safe and healthy in the future) <i>What areas do pupils feel they need more knowledge?</i> *I have further knowledge and understanding of the effect that food and physical activity can have on health *I have further knowledge and understanding of the ways I can keep myself safe in the locality *I have further knowledge and understanding of ways I can</p>	<p>Conflict & Combat</p> <p>Spring 1 – Relationships - Social (me and my place in the world) *I have given thought to the people I will meet in the future and how I will respond to them *I have the skills and confidence to know when to ask for help and who to ask in various situations in the future *I have the skills to work cooperatively with others *I have developed strategies to resolve disputes and conflict to benefit others as well as myself</p>	<p>Survival of the Fittest</p> <p>Summer 1 – Living in the Wider World – Economic Wellbeing (money in my future) *I know that good qualifications can lead to a more fulfilling and better paid job *I can describe how having a job will allow me to achieve certain goals in my life *I know that money is deducted from my earnings to provide things we all need *I can describe some ways in which the government uses my money</p>

	<p>help others to keep themselves safe and healthy *I have strategies to resist the pressures from others to act in unsafe or unhealthy ways</p> <p>Autumn 2 – Health and well-being - Relationships (relationships and reproduction) *I can label male and female reproductive body parts *I can explain how and why the body changes during puberty in preparation for reproduction *I understand what makes a positive, healthy relationship *I can discuss different types of adult relationships with confidence *I know what forms of touching are appropriate and inappropriate *I can describe some of the decisions that have to be made before having a baby *I know some basic facts about conception and pregnancy *I know when it is appropriate to share personal information in a relationship *I know where and how to get support if an online relationship goes wrong</p>	<p>Spring 2 – Relationships - Emotional (celebrate the past and welcome the future) *I can use simple relaxation techniques *I understand the role of exercise in relaxation *I have reflected on and celebrated my achievements *I have thought about the future and have plans for success *I know when I need to ask for help *I know how to ask for help I know who is the best person to ask for help *I have extended my vocabulary to enable me to explain both the range and intensity of my feelings</p>	<p>to provide for my needs and my local community *I am beginning to understand pensions and can describe why having a pension is important later in life *I know how to keep and interpret basic financial statements (e.g. bank statement) *I know the difference between a manageable and unmanageable debt *I can explain the difference between credit, debt, borrowing and saving *I know money has different values in different countries *I can calculate exchange rates *I can describe why insurance is important *I understand the impact of not being insured if bad things happen</p> <p>Summer 2 – Living in the Wider World – Being a Responsible Citizen (democracy and government) <i>Revision of past learning: rules and how they are made</i> *I know why and how rules and laws that protect me and others are made and enforced *I understand why different rules are needed in different situations *I know how I can take part in making and changing rules *I am beginning to understand how the UK is governed *I know about local and national elections *I know how pressure groups work and their role in a democratic society *I am aware that there are different rules in different communities and countries *I am able to see and respect others points of view *I understand that there are different systems of government *I am able to research and present information on rules and systems of government</p>
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Early Years - Early Learning Goals

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

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.

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.

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.

