

St. John Chrysostom
Federation

Relationships & Health Education Policy



Policy compiled by S Clarke, R Kaur Griffiths, M Petiffer

(PSHE leads)

Date of policy: April 2021

Review date: April 2023

This policy has been developed through consultation with:

- Children
- Parents
- Governing body
- Staff

The policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019) and guidance from the PSHE Association.

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education and Health Education (RSHE) is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

All school staff, parents and carers have been made aware of this policy, which is available to view via the Federation website, paper copies are also be available at the school office.

Rationale

Relationships & Health Education (RHE) is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing.

The Ofsted (2019) framework states that ‘Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being’.

Our Relationships & Health Education curriculum adopts an holistic approach that promotes positive health and wellbeing.

Definition of Relationship Education:

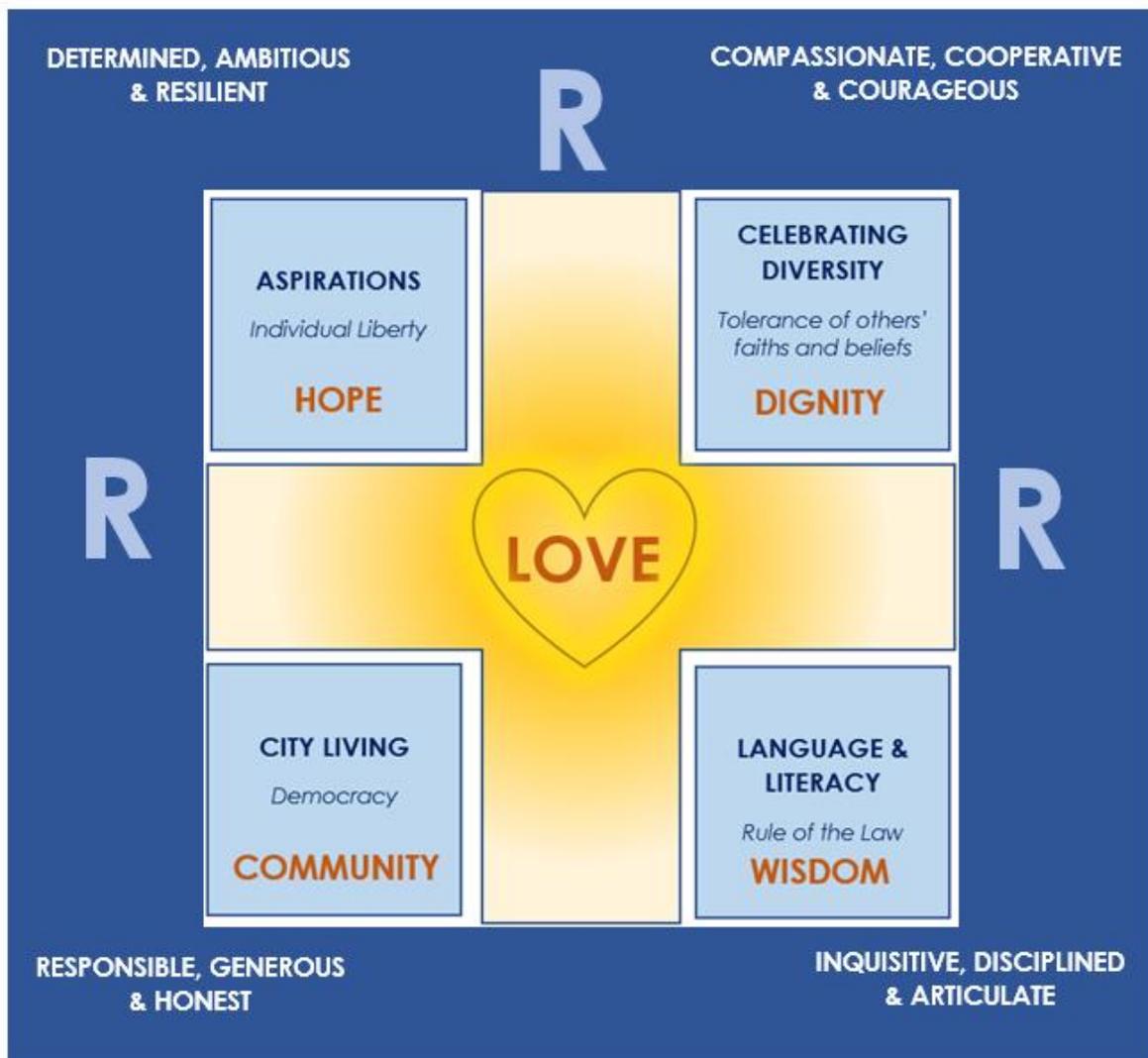
Relationships Education is learning accurate and age-appropriate skills, exploring values and attitudes, acquiring knowledge about the body, reproduction and the life cycle. Relationships Education gives children and young people essential skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling, happy lives. Learning how to stay safe on and offline in the digital world in which they live.

Definition of Health Education:

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Our school setting

St John Chrysostom Federation serves children from the two schools St. John's C of E Primary School and St. Chrysostom's C of E Primary School. There is a diverse mix of children and families with increasing numbers who are new to the area and the country. The federation has a high proportion of its pupils on free school meals and a high proportion have been identified as having Special Educational Needs. Despite our schools being Church of England, Christian settings, a large proportion of our children and families follow the Islamic faith. The Federation will ensure that relationships education meets the needs of all children within our communities.



Aims and Objectives of this Policy

The overall aim of this Relationships & Health Education policy is to enable effective planning, delivery and assessment of RHE.

Our Relationships & Health Education programme aims to equip our pupils with skills to prepare students for an adult life in which they can

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds.
- Understand the characteristics of a healthy relationship.
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Understand the concept of personal privacy/ consent.
- Recognise positive and negative relationships both online and offline.
- Recognise that families take on many forms and to be sensitive about the families of those around them.
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help.
- Know how to report and recognise emotional, physical and sexual abuse.
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- To reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships.
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.
- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy

Teaching staff within our school will be confident in planning, delivering and assessing the Relationships Education curriculum. They will be equipped to confidently handle sensitive issues and answer both pupil and parents questions, responding appropriately.

Morals, Values, and Equalities Framework

Relationships & Health Education strives to reduce intolerance and discrimination based on sexual orientation, disability, cultural or religious denomination.

Through Relationships Education St John Chrysostom Federation is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child.

- The Relationships & Health Education curriculum (Appendix1) will reflect the values of our PSHE curriculum and will be taught within the context of relationships.
- The Relationships Education at St John Chrysostom Federation primary reflects our ethos, and encourages children to explore faith, cultural perspectives in a respectful way.
- Relationships Education will be delivered as a whole school approach to ensure that every child has the same level of understanding and will equip them with the skills necessary for transition to adolescence.
- Promoting acceptance of and celebrating difference and diversity.
- Promote gender equality and equality in relationships.

- Challenge gender stereotypes and inequality.
- Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act 2010.

Delivery of Relationships & Health Education

Many aspects of Relationships & Health Education are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child and response in a timely manner to questions that may arise from these lessons to reinforce learning.

Relationships & Health Education is delivered by class teachers and at times with the support of the school nurse in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups (menstruation).

Ground Rules are used in all PSHE and Relationships & Health Education lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality, if a disclosure is made then the school child protection / safeguarding procedures must be followed.

Relationships & Health Education are taught in a safe, non-judgmental environment where adults and children are confident that they will be respected.

Pupils are able to ask anonymous questions by writing a note for the class worry / question box. This box is found in every classroom. Younger pupils use worry dolls to verbally discuss with adults.

Resources used are flexible in order to meet the needs of the pupils and curriculum. Lessons are differentiated to ensure they are accessible to all. A selection of these can be viewed during the parent session, prior to each lesson in all year groups. Prior to these lessons a letter is sent home inviting parents to discuss the lesson content and view the resources with teaching staff. Content is also available in the main office for parents to view on request.

Correct medical/ scientific and inclusive language will be used throughout the Relationships & Health Education PSHE curriculum.

Relationships & Health Education is delivered through a varied range of activities, which promote dialogue and understanding. These include: Circle time, active teaching and learning, role play/scenarios, card sorting, link texts (No Outsiders scheme) and small groups and whole class discussions.

Across both Key Stages, pupils will be supported to develop skills including, recognising and assessing potential risks, assertiveness, self-respect and managing conflict.

External agencies can be invited to support or enhance the delivery of Relationships Education.

These include: the school nurse, the police, NSPCC

External agencies and visitors are invited to make themselves familiar with and understand the school's Relationships Education policy, confidentiality, Child Protection Policy and work within these policies.

All input to RHE lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Parental involvement

The Federation is committed to working with parents who are the child's first educator and believes that it is important to have the support of parents and the wider community for the PSHE and Relationships Education programme.

To promote effective communication and discussion between parents and their children, we notify parents through information sessions, letters and the school website about when particular aspects of Relationship Education will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parents are also informed that the Relationships & Health Education curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our Federation.
- To ensure our Federation works in line with the Equality Act (2010).
- Encourage the spiritual, moral, social and cultural development of the children.
- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities.

Parent right to withdraw

From September 2020, parents will no longer have the right to withdraw their child from relationships education at primary school (DfE, 2019).

Menstruation and Period Poverty

Period poverty is estimated to affect around 1 in 10 women in the UK. With over 50 food banks in Greater Manchester it is an issue we take seriously as a school.

Pupils are beginning to menstruate as early as in Year 4.

Pupils who are menstruating can obtain sanitary products, as part of the DfE free period products campaign (2020), from any member of staff. Sanitary bins are provided along with guidance on safe usage.

SEND

Our Federation currently provides additional and/or adapted provision for children with a wide range of needs. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, in accordance to the SEND code of practice.

Resources used are specific to each pupil based on their cognitive ability and understanding.

Evaluating and monitoring learning

To ensure that the curriculum content and teaching is effective, the delivery of Relationships & Health Education will be assessed and evaluated in the classroom. Pupil evaluation of Relationships & Health Education is carried out via surveys and discussions.

The school will use pupil voice to influence and amend learning activities through questioning, draw and write activities, entrance and exit tickets, mind maps, and discussion.

Relationship & Health Education is monitored on an annual basis by the PSHE Coordinators in the Federation to ensure that the content is relevant for the pupils and resources are updated.

Pupil Involvement

We involve pupils in the development of the Relationships & Health Education curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views.

Relationships & Health Education is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the Relationships & Health Education work, in addition to those already used in the classroom.

Equalities Act

The Relationship & Health Education policy promotes equal opportunities and the school ensures that the teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with any of the protected characteristics. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and ensure all pupils feel valued and included, regardless of their gender, ability, religion, disability, experiences or family background.

Inappropriate actions and bullying are not tolerated at St John Chrysostom Federation and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and anti-bullying.

Confidentiality and Child Protection Issues

A child's confidentiality may not always be maintained by the teacher or member of staff concerned. Relationship & Health Education discussions or lesson content may prompt a pupil to disclose about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If this occurred or a member of staff believes that the child is at risk of harm or has concerns about any information disclosed, the staff member must discuss with the named Designated Safeguarding Lead and follow the procedure set out in the safeguarding/ Child Protection Policy. All staff and visitors are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

The child concerned will be informed that confidentiality is being breached and the rationale for this. The child will be supported by staff throughout the process.

Process of professional development for Staff

Staff are updated via email and staff meetings of developments in key aspects of Relationship & Health Education, including links with safeguarding, inclusion, equality, child protection and anti-bullying.

Regular Staff training is provided at staff meetings and INSET days by external organisations, such as healthy schools.

This Relationship & Health Education Policy is supported by and links to the:

Safeguarding/Child Protection Policy

Relationships Education, Relationships and Sex Education Guidance (RSE) and Health Education – DfE statutory guidance (2019)

Behaviour Policy

Review of this policy

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance

Relationships & Health Education

NB: At SJC Federation, we DO NOT teach the Sex Education curriculum.

Y 1	<p><u>Health and well-being</u></p> <p>I can describe some ways to keep healthy and explain why it is important. I can describe how to follow simple hygiene and dental health routines. I can recognise and name different feelings. I can say something what makes me special and unique, what I am good at or proud of, and how these help me feel good about myself. I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss. I can suggest some rules that keep us safe. I can say how to get help in emergency situations and follow instructions to keep safe. I can say how different things people put on or in their bodies can affect them. (diet) I can list some people who help children stay safe and healthy.</p> <p><u>Relationships</u></p> <p>I can say who loves and cares for me, what it means to be a family and that families are all different. I can say how I am the same and different to other people, and how to treat myself and other people with respect. I can recognise when a secret should not be kept, but told to a trusted adult. I can name different types of relationships, for example, family, friendship, online. I can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it.</p>
Y 2	<p><u>Health and well-being</u></p> <p>I can describe what to do if I, or others, have not-so-good feelings. I can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline. I can suggest ways to manage when finding something difficult. I can identify external body parts, how people's bodies and needs change as they grow from young to old. I can decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun. I can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this. (diet) I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help.</p> <p><u>Relationships</u></p> <p>I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements. I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help. I can say what privacy means, and which body parts are private. I can recognise that some people behave differently online and say some simple ways to keep online communication safe.</p>
Y 3	<p><u>Health and well-being</u></p> <p>I can make informed decisions about health. I can about the elements of a balanced, healthy lifestyle. I can make choices that support a healthy lifestyle, and recognise what might influence these. I can how to recognise that habits can have both positive and negative effects on a healthy lifestyle. I understand what good physical health means; how to recognise early signs of physical illness. I know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it. I understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p>

	<p>I know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</p> <p>I understand the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <p>I understand the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p><u>Relationships</u></p> <p>I know about strategies and behaviours that support mental health — including how good quality community groups, doing things for others, clubs, and activities, hobbies and spending time with friends.</p> <p>I can recognise that feelings can change over time and range in intensity.</p> <p>I know about everyday things that affect feelings and the importance of expressing feelings.</p> <p>I know about change and loss, including death, and how these can affect feelings; ways of expressing feelings.</p>
<p>Y 4</p>	<p><u>Health and well-being</u></p> <p>I can make informed decisions about health.</p> <p>I can about the elements of a balanced, healthy lifestyle.</p> <p>I can make choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>I can how to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>I know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>I understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>I understand the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p><u>Relationships</u></p> <p>I can use a varied vocabulary to use when talking about feelings; about how to express feelings in different situations.</p> <p>I can use strategies to respond to feelings, including intense or conflicting feelings; how to manage feelings in different situations.</p> <p>I can recognise warning signs about mental health and wellbeing and how to seek support for them.</p> <p>I can recognise that anyone can experience mental ill health; that most difficulties can be resolved with feelings with a trusted adult.</p>
<p>Y 5</p>	<p><u>Mental Health and Well being</u></p> <p>Explain what is meant by the term 'mental health'.</p> <p>Identify every day attitudes and behaviours that can support our mental and physical health.</p> <p>Give examples of ways we can take care of our mental health.</p> <p>Recognise that conflict is a part of everyday life as we are all different and have different wants and needs.</p> <p>Describe recent conflicts I have experienced and identify reasons for disagreements.</p> <p>Recognise three behaviour types, assertiveness, passive and aggressive.</p> <p>Demonstrate positive ways to resolve conflict in different situations.</p> <p>Identify different ways to stay safe on a mobile phone, tablet or gaming device.</p> <p>Describe what is appropriate and not appropriate to ask for and share.</p> <p>Explain how to be responsible for their devices, habits and behaviours when using a mobile, tablet or gaming device.</p> <p>Identify my strengths, skills and achievements.</p> <p>Describe the impact of recognising the good in me can have on my body image, self-esteem, and overall health and wellbeing.</p> <p>Explain how social media and other media content can impact my wellbeing in a negative way.</p> <p><u>Keeping Safe</u></p> <p>Reflect on views about dares.</p> <p>Evaluate the consequences of dares.</p> <p>Discuss and practise responding to dares confidently.</p> <p>List healthy and unhealthy habits.</p> <p>Discuss why habits can be difficult to change.</p> <p>Reflect on my own habits.</p> <p>Identify my strengths, skills and achievements.</p>

	<p>Describe the impact of recognising the good in me can have on my body image, self-esteem, and overall health and wellbeing. Explain how social media and other media content can impact my wellbeing in a negative way.</p> <p><u>Healthy Lifestyles</u> Describe how being vaccinated can help us to stay well. Understand that there are not vaccinations for all infections and illnesses. Explain that vaccines are dead or weakened microbes. Explain the benefits of a balanced diet on health and wellbeing. Describe what people might consider, and what might influence them when choosing what to eat and drink. Reflect on situations where making a healthy choice may be more difficult and identify some of the ways people can make more informed decisions about what to eat and drink.</p> <p><u>Relationship Education</u> To learn about the importance of diversity and celebrating difference. To learn about the roles played by boys and girls. To learn about puberty and what it means for me. To learn about the different relationships in my life.</p>
<p>Y 6</p>	<p><u>Mental Health and Well-being</u> Identify worries and problems that we may experience daily. Name different worries and identify strategies to challenge negative thoughts. Challenge negative thoughts with strategies I have learnt. Identify incidents of discrimination and stereotyping. Describe how to challenge and resist discrimination and stereotyping. Explain and evaluate the effects of discrimination and stereotyping and explain why it is unacceptable. Identify the positive and negative feelings that they can experience due to online behaviours. Describe the benefits of taking responsibility for online behaviours and time spent online. Explain the impact of positive and negative content online on my own and others' mental and physical wellbeing.</p> <p><u>Keeping Safe</u> Recall commonly used legal and illegal drugs. Evaluate the effect of a drug on the mind and body. Describe some common effects of some commonly used drugs. Recall good and bad influences. Identify feelings and consequences associated with peer pressure. Identify what assertive body language looks like. Practice responding to peer pressure assertively. Recall what an emergency situation looks like. Demonstrate basic emergency aid procedures. Explain the importance of following basic emergency procedures e.g. how to attract help, giving accurate attention.</p> <p><u>Healthy Living</u> Recognise the importance of keeping physically and mentally healthy. Explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing- physical, mental and emotional. Analyse the positive and negative influences on choices relating to health. List some lifestyle choices that are likely to be detrimental to their health and some that are likely to be beneficial to their health. Explain how people might approach making an informed decision in relation to health and wellbeing. Describe the benefits of a balanced lifestyle, including eating a balanced diet and achieving the recommended amount of physical activity. Recognise how a balanced diet contributes to a person's general health and wellbeing. Demonstrate what a healthy meal might look like. Explain the ways in which a person might be influenced about their choices in relation to food and drink (including cultural, advertising, religion, cost, location, availability).</p>

Describe the strategies people can use to help them make informed decisions around what they choose to eat or drink in different situations and justify the reasons for their choices.

Relationship Education

To learn about puberty and what it means for me.

To learn about the different relationships in my life.

To learn about how responsibilities, rights and duties are part of our lives now and how they will change in the future.

To learn about how a loving relationship might result in marriage.

	<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body	Pupils should know: <ul data-bbox="391 268 1252 448" style="list-style-type: none"><li data-bbox="391 268 1252 369">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.<li data-bbox="391 380 1252 448">• about menstrual wellbeing including the key facts about the menstrual cycle.
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Appendix 2

PSHE Long Term Plan

PSHE LONG TERM PLANNING 2020-2021						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Nursery	Me and my family	Where do I live?	Where is my School?	How have I Changed?	Who are my friends?	What am I the best at?
	To say my name. To name members of my family.	To talk about their house and who lives there.	To talk about what they can see in the local area when they go on a walk.	To talk about photos of them as a baby. To talk about how they've changed.	To say the names of my friends and why I like them.	To be able to identify their strengths in discussion with an adult.
Reception	Jobs I know	Foods I like and dislike	Where I live	Helping others	How to be a good friend	What are our Superpowers?
	To talk about jobs people do in their family and in school.	To try different foods and talk about likes/dislikes.	To talk about what is near their home and special places.	To identify the different people who help us in our community.	To explain what makes a good friend.	To be able to talk about their strengths in discussion with an adult.
YEAR 1	British Values Whole School Focus: Class rules and working together. 	Mental and Emotional Health 	Keeping Safe 	Healthy Lifestyles 	Living in the Wider World 	Relationships 
	What groups do I belong to? How can we choose together? What if everyone did that? How can I express myself? How can I be a good friend to everyone?	My feelings and behaviour. 	Keeping safe at school, home and outside. 	Food origins and oral hygiene. 	Money and the environment. 	Families and what makes us the same. 
YEAR 2	British Values Who are our patron saints? Is it fair? What are our school rules? What does it mean to give consent? Is it ok to have a different kind of family?	Mental and Emotional Health Others' feelings and online safety. 	Keeping Safe Keeping safe with common medicines and household substances. 	Healthy Lifestyles Basic human needs and disease prevention. 	Living in the Wider World My community, spending money and looking after the environment. 	Relationships Privacy, ageing and friendship. 
	Why do people have logos, uniforms and flags? Who is in charge of the school? Why are rules different in different places? Do animals have rights? Is it ok to believe different things?	Managing behaviour and mental health. Communicating online safely. 	Self-control and managing risks. 	The Eatwell Guide and sun safety. 	Low protection, different communities and earning money. 	Personal space and trust. 
YEAR 4	British Values Which values do we share? How are our Prime Minister and Government voted in? What are my rights and my responsibilities? How does it feel to have your freedom taken away? What is racism?	Resilience and responsibility of actions. 	Assessing risk and emergency protocol. 	Fuelling the body and identifying illness. 	My rights and looking after money 	Diversity and body changes. 

YEAR 5	British Values	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World	Relationships
	<p>Do you have to be born in the UK to be British? How do our national and local government make decisions that affect us? How are laws made? Does everyone in the world have the same rights? What is the Equality Act?</p>	<p>Social media and mental health impact</p> 	<p>Responding to risks and growing independence.</p> 	<p>Positive body image, infection control and nutrition</p> 	<p>Fairtrade and enterprise skills.</p> 	<p>Puberty and my rights</p> 
YEAR 6	British Values	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World	Relationships
	<p>What was the British Empire? How can my voice be heard? How is the law enforced? What promoted the Universal Declaration of Human Rights? What are extremism and radicalisation?</p>	<p>Stereotyping and challenging negative thoughts and feelings.</p> 	<p>Managing peer pressure and first aid skills.</p> 	<p>Connection between mental and physical health.</p> 	<p>Money management and aspirations.</p> 	<p>Independence and positive relationships.</p> 