

The Weald Federation

Of Five Ashes, Frant, Mark Cross and Mayfield Church of England Primary Schools



With God's love we grow and learn together

To be an inspirational place of learning. Together, with our community, we strive for excellence enabling every child to flourish.

Through our Christian ethos, we aim to empower our pupils to become independent, reflective learners able to contribute to our ever-changing and diverse world.

PSHE POLICY

Led by:	Joanna Challis and Jo Warren (EHTs)
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ESCC policy / school	School

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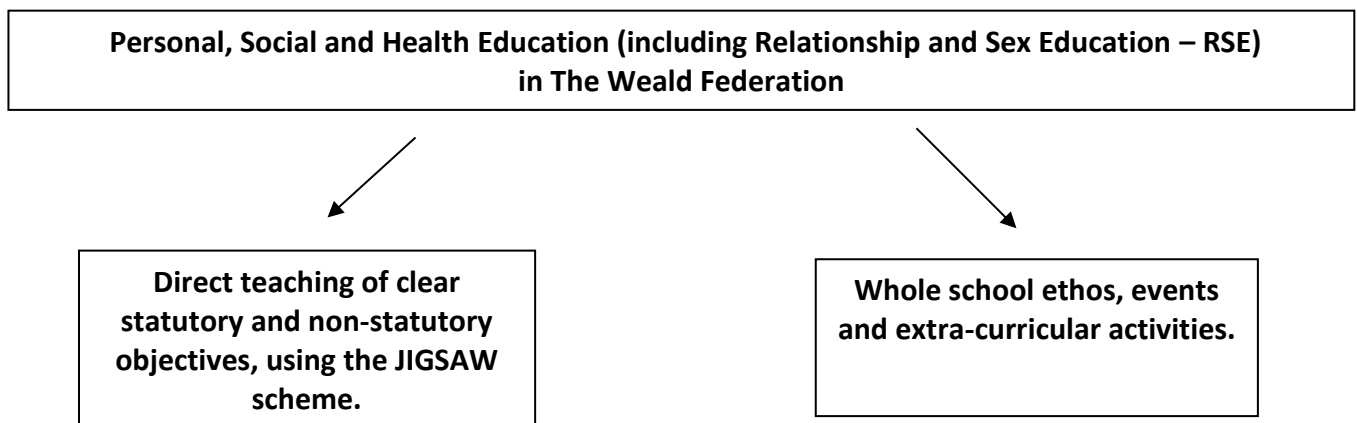
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Introduction

In the Weald Federation, we endeavour to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to flourish as individuals, and within their community. We believe that primary education should never be solely about academic achievement and that children need to be developed, in a range of ways, so that they become happy, healthy and accomplished individuals throughout childhood, adolescence and into adulthood. This is supported by section 78 of the Education Act 2002, and the Academies Act 2010, which both state that a curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Our approach to the teaching of PSHE is not simply based on discrete teaching. It underpins our whole curriculum and is therefore a focus on a daily basis. The diagram below shows how this is achieved:



Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

This also supports the “Personal Development” and “Behaviour and Attitudes” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

In the Federation, we have chosen to break down our PSHE curriculum into four key areas:

- **Global citizenship**
- **Community**
- **Relationships**
- **Physical health and well being**

The reason we have done this is that, even though we follow the JIGSAW scheme for our discrete teaching, we also plan and evidence all of the other PSHE learning which takes place.

Below is a summary of each area:

- **Global citizenship** includes the teaching of the Jigsaw units 'Being me in my world' and 'Celebrating difference' as well as the teaching of Global Studies during enrichment weeks, our Geography curriculum, Remembrance and our school charities.
- **Community** includes the teaching of the Jigsaw units 'Being me in my world', 'Celebrating difference' and 'Dreams and Goals' as well as our school charities, our school council, Harvest Festival, our whole-school team events, our close links to the church, and our interaction and engagement with our local community and the surrounding area.
- **Relationships** includes families and people who care for me; caring friendships; respectful relationships; online relationships and being safe, which are all statutory, as well as elements of sex education which are not statutory, but are taught in order to prepare children for the statutory elements of sex education which are taught in secondary school. This is taught using the JIGSAW scheme, particularly the units 'Relationships' and 'Changing Me' as well as the statutory RSE elements of Science and other activities including across key stage buddies and play leaders and/or mediators
- **Physical health and mental well-being** includes mental wellbeing; online safety and dangers; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid and the changing adolescent body, which are again all statutory elements. These are taught using the JIGSAW scheme, particularly the units 'Healthy Me' and 'Changing Me' as well as other activities including mindfulness, yoga, twice weekly physical education lessons, weekly science and computing lessons, the daily mile, first aid sessions for years 5 and 6, sports day and sport competitions and tournaments across the whole school and with other schools

Statutory elements and Government policy

From April 2021, **Relationships and Physical health and wellbeing** are **statutory elements** which are set out in the DfE guidance:

'Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019'

which states what schools **must** comply with when teaching PSHE. Further information can be found later in this policy.



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

This PSHE policy is also informed by further, existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)

- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

It is also aligned with:

- The Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)"
- The advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, second edition updated summer 2019).
- The Church of England vision for Education, which states, "Church of England schools offer an **education that is distinctively Christian**. Although each church school will be unique, all church schools will share core values based on the Gospel values. **Our church schools should therefore be places where loving God and loving our neighbours, is lived out in the daily life of the school.**" <https://schools.chichester.anglican.org/christian-distinctiveness/>

The Weald Federation value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

We teach PSHE using JIGSAW, a mindful approach. JIGSAW brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. It is designed as a progressive, whole-school approach, with all year groups working on the same theme at the same time. This enables each unit of work to start with an introductory assembly, generating a whole school focus for adults and children alike. The **mapping document**, in the Appendix at the end of this policy, shows exactly how JIGSAW and therefore our school, meets the statutory Relationships and Health Education requirements.

What do we teach when and who teaches it?

Whole-school approach

JIGSAW covers all areas of PSHE for the primary phase, including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units. These are taught across the school and in order to ensure progression, the learning deepens and broadens every year. The PSHE content is taught through a two year cycle. However, the Relationships and Changing Me units is taught on an annual basis. Changing Me (including Sex Education) is taught to single age groups.

Cycle and Term	Puzzle (Unit)	Content
Cycle A – Terms 1 & 2	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Cycle A – Terms 3 & 4	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Cycle B – Terms 1 & 2	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Cycle B – Terms 1 & 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Annually – Term 5	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Annually – Term 6	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

In The Weald Federation, we allocate one hour to PSHE each week in order to teach knowledge and skills in a developmental and age-appropriate way and sometimes these lessons will be delivered in gender-specific groups, if this is appropriate.

PLEASE NOTE: JIGSAW has set out when certain learning takes place, however, there is flexibility with regard to when content is covered. If we do not feel, as a school, that a particular lesson or group of lessons is appropriate at the time set out by JIGSAW, we are able to alter this as long as we make sure that the content and objectives are taught, to that specific group of children, by the end of their time in primary school. This also means that if a group of children requires certain learning before it is set out in the JIGSAW scheme, staff can use their professional judgement to use and adapt the lessons and resources required from elsewhere in the scheme.

These lessons are reinforced and enhanced through collective worship, our behaviour system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class teachers deliver the weekly lessons to their own classes and some sessions are enriched by visitors, where appropriate.

The Curriculum

The JIGSAW scheme supports the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community

- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Below is a further overview of the specific objectives covered in each year group. Please note however that staff will use their professional judgement and if they do not feel content is age-appropriate for a particular group, they will use the flexibility within the government guidance in order to alter and adapt content. The content will then be delivered, before the end of primary school, when it is felt by staff that it is age-appropriate for that group of children.

The PSHE content is taught through a two year cycle. However, the Relationships and Changing Me units is taught on an annual basis. Changing Me (including Sex Education) is taught to single age groups.

Overview of the objectives covered in each year group

	Cycle A	Cycle A	Cycle B	Cycle B	Annually	Annually
Year group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Foundation Stage	Self-identity Understanding feelings Being in a classroom Being gentle Rights & responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for myself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family Life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun & fears Celebration
Puzzle	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievements with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety and safety with household items Road safety Linking health and happiness	Belonging to a family Making friends and being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in Me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Puzzle	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 2	Hopes and fears for the year Rights and responsibilities Rewards & consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for yourself and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Puzzle	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can hurt Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it is important both online and offline Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Puzzle	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Puzzle	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money, jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Puzzle	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Year 6	Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Difference as conflict and difference as celebration Empathy	Personal learning goals, in and out of school Success Criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and Control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
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Federation events to promote our schools’ values, SMSC and our PSHE curriculum	JIGSAW CHARTER Rules and Responsibilities Behaviour Expectations SCHOOL COUNCIL ELECTIONS HARVEST BLACK HISTORY MONTH INTERNATIONAL DAY OF PEACE	DIWALI ANTI-BULLYING WEEK REMEMBRANCE HANUKAH ADVENT CHRISTMAS Carol Service/Christingle NATIVITY CHILDREN IN NEED	EIPHANY Chinese New Year Children’s Mental Health and Wellbeing Week SAFER INTERNET DAY CANDLEMAS SHROVE TUESDAY ASH WEDNESDAY	MOTHER’S DAY PALM SUNDAY GOOD FRIDAY EASTER WORLD BOOK DAY RED NOSE DAY	RAMADAN PENTECOST ST. DUNSTAN’S DAY (Mayfield and Five Ashes) YEAR 6 RESIDENTIAL	SPORTS DAY FATHER’S DAY TRINITY PENTECOST YEAR 6 RESIDENTIAL Class/Key Stage TRANSITION
<u>Christian Values</u> <u>Cycle B</u> <u>2023/24</u>	Thankfulness	Trust	Perseverance	Justice	Service and Responsibility	Thoughtfulness
<u>Christian Values</u> <u>Cycle A</u> <u>2024/25</u>	GENEROSITY	COMPASSION	COURAGE	FORGIVENESS	FRIENDSHIP	RESPECT
<u>Other Events</u>	Prayer Spaces, The John Muir Award (KS2), Eco Committee, School Council, Digital Leaders, Sports Competitions, Charity Fundraisers					

The Learning Environment

Establishing a safe, open and positive learning environment, based on trusting relationships between all members of the class, adults and children alike, is vital to the success of our PSHE curriculum. To enable this, 'ground rules' are created and agreed, by each class, at the beginning of the year and are reinforced in every lesson, through the JIGSAW Charter. **Each class' individual JIGSAW charter can also be found on their class page of the school website.**

Areas to be included in 'The Jigsaw Charter'

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Mindfulness

How would children benefit if they could be aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement?

This is what mindfulness means. It can be learnt, and techniques to develop it taught. It also needs to be practised. We believe mindfulness is a vital tool for life, not only does it support the regulation of emotion and build emotional resilience but also enhances focus and concentration; both helping to optimise learning. Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions. Within The Weald Federation, mindfulness is developed through the 'Calm Me' time in each lesson, and in whole-school assemblies. This consists of breathing techniques, awareness exercises and visualisations. If teachers have taught specific mindful techniques within an RSHE lesson, they will notify parents so that they can practise and reinforce them at home. Mindfulness is also a technique championed by the NHS and is used to reflect the Christian ethos of the school through reflection and prayer.

British Values

The Department of Education statement about British Values reads: 'We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.' JIGSAW contributes to the British Values agenda very significantly, both through the direct teaching of information and the learning children will enjoy.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. 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.' (DFE guidance - Relationships, Sex and Health Education 2019)

Relationships education in primary school teaches children the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It is about understanding the importance of stable and loving relationships, respect and love. It is also about having the knowledge to understand how people choose to live their lives; respecting the differences that exist between us all and being non-judgemental, regardless of personal or religious views.

It is important to note that whilst the Relationships unit in JIGSAW covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in JIGSAW e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Please note: While we use PSHE to inform children about Relationships and Sex education, we do not use it as a means of promoting any form of sexual orientation or sexual activity.

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	
	Pupils should know...	How Jigsaw provides the solution
Online relationships	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Relationships Changing Me Celebrating Difference
	Pupils should know...	How Jigsaw provides the solution
Being safe	<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard, how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Relationships Changing Me Celebrating Difference

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The way the JIGSAW Programme covers these is explained in the mapping document within the Appendix of this document.

It is important to note that whilst the Healthy Me unit in JIGSAW covers most of the statutory Health Education, some of the outcomes are taught elsewhere in JIGSAW e.g. emotional and mental health is nurtured in every lesson through the Calm me time; social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a **statutory requirement** which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in JIGSAW, this is taught as part of the Changing Me unit.

Again, the mapping document, within the Appendix, shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements.

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know:	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • 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 well-being 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 well-being. • 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 well-being 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference
Internet safety and harms	<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 knowhow 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
	Pupils should know:	How Jigsaw provides the solution

Physical health and fitness	<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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me
	Pupils should know:	How Jigsaw provides the solution
Healthy eating	<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). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me
	Pupils should know:	How Jigsaw provides the solution
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and the associated risks, including smoking, alcohol use and drug-taking. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me
	Pupils should know:	How Jigsaw provides the solution
Health and prevention	<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 immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me
	Pupils should know:	How Jigsaw provides the solution
Basic first aid	<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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me
	Pupils should know:	How Jigsaw provides the solution
Changing adolescent body	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Changing Me Healthy Me

Drug and Alcohol Education

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

The Drug and Alcohol Education programme in The Weald Federation reflects our ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.' However, 'Sex Education is **not compulsory** in primary schools'. (p. 23)

Schools determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

The Weald Federation believe children should understand the facts about human reproduction before they leave primary school and we teach this through the science topic 'Animals, including humans' and the JIGSAW scheme. **For clarity, we define Sex Education as understanding human reproduction.**

Parents' right to request their child be withdrawn from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

Within The Weald Federation, we teach Sex Education (defined as human reproduction) as part of PSHE and Science. Parents have the right to withdraw their child from RSE lessons, as long as the lesson is NOT teaching statutory content. Parents will be notified, before the term commences, about the content of the RSE curriculum for the coming term and what content is statutory and non-statutory. The materials being used will also be available for parents and carers to view, so that they are aware of the content and can therefore make an informed decision.

If a parent wishes to withdraw their child from non-statutory sex education, taught within PSHE, they must follow these steps:

1. Speak to the Head of School who will discuss the request. This process will be documented to ensure a record is kept.

2. Once these discussions have taken place, the Head of School will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

Please note: If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Puberty is now taught as part of the statutory Health curriculum which children cannot be withdrawn from.

We will also teach some aspects of human reproduction within Science. The Science curriculum is statutory which means that children cannot be withdrawn. However, again, the teaching materials will be available for parents and carers to view.

Monitoring and Review

The Curriculum Committee, consisting of the governing board, school staff and a parent think-tank, have been part of the construction and approval of this policy. They are also responsible for monitoring and reviewing it on an annual basis. This committee reports its findings and recommendations to the full governing body and subject lead and, as necessary, the policy is modified. The Curriculum Committee also gives serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments. Finally, governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

The Weald Federation promotes respect for all and values every individual child. Therefore, our PSHE curriculum is accessible to all, including children with special educational needs, through careful differentiation and support and promotes discussion and reflection, for all children. We also respect the rights of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSHE.

With regard to equality, we uphold the following principles:

- To apply a clear understanding of pupils' faith and non-faith backgrounds and promote tolerance and understanding.
- To comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.
- To teach about faith perspectives so that the children can understand how people choose to live their lives.
- To reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow.

"All schools should approach RSHE in a faith-sensitive⁷ and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times." "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)"

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. **At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.** Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

This policy will inform the school’s Equalities Plan.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE are varied. However, while personal views are respected, all RSE is taught without bias using JIGSAW. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal RSE-related pupils’ questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. Question boxes are also available so that children, who may not want to ask their question in front of their peers, can ask it anonymously. The question can then be discussed with and fed back to the whole class.

The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned. We are also aware that the content may provoke thought and contemplation for some children, particularly relationships and sex education. Therefore, staff are available to talk to any child who may want to discuss elements of the curriculum further, in a safe and non-judgemental environment.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions, in which case, safeguarding procedures must be followed immediately. Sometimes it is also clear that certain children may need time to talk, one-to-one, after the lesson. It is important to allow the time and appropriate staffing for this to happen.

Recording and Assessment

In order to record, evidence and reflect on learning, each child, in years 1 – 6, has a PSHE book. Children in EYFS have a class book for this purpose. At the end of Terms 2, 4 and 6, teachers assess pupils progress against the Federation end points for PSHE, using the descriptors: Emerging, Developing or Secure. Primarily, the rationale for this assessment is to identify children who may require further emotional, social or health support. The data is analysed by the subject lead and the Head of School.

Monitoring and Evaluating

The PSHE subject lead will monitor delivery of the programme, through observation and discussion with both pupils and teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme’s effectiveness will be conducted on the basis of:

- **Pupil Voice**
- **Analysis of the content of pupils’ work**

- **Teacher evaluation of the scheme content and learning processes**
- **Staff meetings to review and share experience**

Roles and Responsibilities of Subject Leader

The Federation Health and Wellbeing Leadership Team is responsible for improving the standards of teaching and learning in PSHE through:

- Monitoring and evaluating pupil attainment
- Taking the lead in policy and action plan development
- Identifying CPD needs and providing the relevant training opportunities
- Purchasing and organising resources
- Keeping up to date with recent RSHE developments
- Collaboration with SLT on progress so far and next steps
- Informing governors on the provision of PSHE
- Sharing good practice

Policy Review

This policy is reviewed annually.

Next policy review=October 2025

Appendix

Mapping document

Please note that the learning intentions in **bold**, are for lessons which cover statutory content from the document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.**' If a lesson is teaching statutory content, a child CANNOT be withdrawn. Parents have the right however to withdraw their child from any lesson which is not teaching statutory content. If a learning intention is in red, then it is teaching non-statutory content.

EYFS	<p>L1 I understand how it feels to belong and that we are similar and different.</p> <p>L2 I can start to recognise and manage my feelings.</p> <p>L3 I enjoy working with others to make school a good place to be.</p> <p>L4 I understand why it is good to be kind and use gentle hands.</p> <p>L5 I am starting to understand children's rights and this means we should all be allowed to learn and play.</p> <p>L6 I am learning what being responsible means.</p>	<p>L1 I can identify something I am good at and understand everyone is good at different things.</p> <p>L2 I understand that being different makes us all special.</p> <p>L3 I know that we are all different but are the same in some ways.</p> <p>L4 I can tell you why I think my home is special to me.</p> <p>L5 I can tell you how to be a kind friend.</p> <p>L6 I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>L1 I understand that if I persevere I can tackle any challenge.</p> <p>L2 I can tell you about a time I didn't give up until I achieved my goal.</p> <p>L3 I can set a goal and work towards it.</p> <p>L4 I can use kind words to encourage people.</p> <p>L5 I understand the link between what I learn now and the job I might like to do when I'm older.</p> <p>L6 I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>L1 I understand that I need to exercise to keep my body healthy</p> <p>L2 I understand how moving and resting are good for my body</p> <p>L3 I know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>L4 I know how to help myself go to sleep and understand why sleep is good for me.</p> <p>L5 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>L6 I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>L1 I can identify some of the jobs I do in my family and how I feel like I belong.</p> <p>L2 I know how to make friends to stop myself from feeling lonely.</p> <p>L3 I can think of ways to solve problems and stay friends.</p> <p>L4 I am starting to understand the impact of unkind words.</p> <p>L5 I can use Calm Me time to manage my feelings.</p> <p>L6 I know how to be a good friend.</p>	<p>L1 I can name parts of the body.</p> <p>L2 I can tell you some things I can do and foods I can eat to be healthy.</p> <p>L3 I understand that we all grow from babies to adults.</p> <p>L4 I can express how I feel about moving to Year 1.</p> <p>L5 I can talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p>L6 I can share my memories of the best bits of this year in Reception</p>
	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	L1 I know how to use my Jigsaw Journal and feel special and safe in my class.	L1 I can identify similarities between people in my Class and tell you some ways in which I am the same as my friends.	<p>L1 I can set simple goals and tell you about the things I do well.</p> <p>L2 I can set a goal and work out how to achieve it and tell</p>	L1 I understand the difference between being healthy and unhealthy, and know some ways	L1 I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to	L1 I can start to understand the life cycles of animals and humans and understand that changes happen

<p>L2 I understand the rights and responsibilities as a member of my class and I know that I belong to my class.</p> <p>L3 I understand the rights and responsibilities of being a member of my class and I know how to make my class a safe place for everybody to learn.</p> <p>L4 I know my views are valued and can contribute to the Learning Charter and I recognise how it feels to be proud of an achievement.</p> <p>L5 I recognise the choices I make and understand the consequences and I recognise the range of feelings when I face certain consequences.</p> <p>L6 I understand my rights and responsibilities within our Learning Charter and I understand my choices in following the Learning Charter.</p>	<p>L2 I can identify differences between people in my Class and tell you some ways I am different from my friends.</p> <p>L3 I can tell you what bullying is and I understand how being bullied might feel.</p> <p>L4 I know some people who I could talk to if I was feeling unhappy or being bullied and I know how to be kind to children who are bullied.</p> <p>L5 I know how to make new friends and I know how it feels to make a new friend.</p> <p>L6 I can tell you some ways I am different from my friends and I understand these differences make us all special and unique.</p>	<p>you how I learn best.</p> <p>L3 I understand how to work well with a partner and celebrate achievement with my partner.</p> <p>L4 I can tackle a new challenge and understand this might stretch my learning and I can identify how I feel when I am faced with a new challenge.</p> <p>L5 I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them. I know how I feel when I see obstacles and how I feel when I overcome them.</p> <p>L6 I can tell you how I felt when I succeeded in a new challenge and how I celebrated it and I know how to store the feelings of success in my internal treasure chest.</p>	<p>to keep myself healthy. I feel good about myself when I make healthy choices.</p> <p>L2 I know how to make healthy lifestyle choices and feel good about myself when I make healthy choices.</p> <p>L3 I know how to keep myself clean and healthy, and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly. I recognise that I am special so I keep myself safe.</p> <p>L4 I understand that medicines can help me if I feel poorly and I know how to use them safely. I know some ways to help myself when I feel poorly.</p> <p>L5 I know how to keep safe when crossing the road, and about people who can help me to stay safe. I recognise when I feel frightened and know who to ask for help.</p> <p>L6 I tell you why I think my</p>	<p>belong to a family.</p> <p>L2 I can identify what being a good friend means to me and know how to make a new friend.</p> <p>L3 I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me.</p> <p>L4 I know who can help me in my school Community and I know when I need help and know how to ask for it.</p> <p>L5 I recognise my qualities as a person and a friend and I know ways to praise myself.</p> <p>L6 I can tell you why I appreciate someone who is special to me and I can express how I feel about them.</p>	<p>as we grow and that this is OK.</p> <p>L2 I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not.</p> <p>L3 I know how my body has changed since I was a baby and understand that growing up is natural and that everybody grows at different rates.</p> <p>L4 I can identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. I also respect my body and understand which parts are private.</p> <p>L5 I understand that every time I learn something new, I change a little bit and I enjoy learning new things.</p> <p>L6 I can tell you about changes that have happened in my life and I know some ways to cope with changes.</p>
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				body is amazing and can identify some ways to keep it safe and healthy. I recognise how being healthy helps me to feel happy.		
	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 2	<p>L1 I can identify some of my hopes and fears for this year. I can recognise when I feel worried and know who to ask for help.</p> <p>L2 I understand the rights and responsibilities of being a member of my class and school and know how to help myself and others feel like we belong.</p> <p>L3 I can listen to other people and contribute my own ideas about rewards and consequences. I can help make my class a safe and fair place.</p> <p>L4 I can listen to other people and contribute my own ideas about rewards and consequences. I can help make my class a safe and fair place.</p> <p>L5 I understand how following the Learning Charter will help me and others learn. I can work cooperatively.</p> <p>L6 I recognise the choices I make and understand the consequences.</p>	<p>L1 I can start to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are similar and feel good about this.</p> <p>L2 I understand some ways in which boys and girls are different and accept that this is OK</p> <p>L3 I understand that bullying is sometimes about difference. I am able to tell you how someone who is bullied feels and be able to be kind to children who are bullied.</p> <p>L4 I recognise what is right and wrong and know how to look after myself. I know when and how to stand up for myself and others if I am being bullied.</p> <p>L5 I understand that it is OK to be different from other people and to be friends with them. I understand that we shouldn't judge people if they are different from us.</p> <p>L6 I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p>	<p>L1 I can choose a realistic goal and think about how to achieve it. I can tell you things I have achieved and say how that makes me feel.</p> <p>L2 I persevere even when I find tasks difficult. I can tell you some of my strengths as a learner.</p> <p>L3 I recognise who it is easy for me to work with and who it is more difficult for me to work with. I understand how working with other people can help me to learn.</p> <p>L4 & 5 I work cooperatively in a group to create an end product. I explain some of the ways I worked cooperatively in my group to create the end product. I can work with other people to solve problems. I can express how it felt to be working as part of this group</p> <p>L6 I know how to share success with other People. I know how contributing to the success of a group feels and be able to store those feelings in my internal treasure chest.</p>	<p>L1 I know what I need to keep my body healthy and be motivated to make healthy lifestyle choices.</p> <p>L2 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. I can tell you when a feeling is weak and when a feeling is strong.</p> <p>L3 I understand how medicines work in my body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy.</p> <p>L4 I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I have a healthy relationship with food and know which foods I enjoy the most.</p> <p>L5 I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends.</p> <p>L6 I can decide which foods to</p>	<p>L1 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. I accept that everyone's family is different and understand that most people value their family.</p> <p>L2 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. I know which types of physical contact I like and don't like and am able to talk about this.</p> <p>L3 I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p> <p>L4 I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p> <p>L5 I recognise and appreciate people who can help me in my family, my school and my Community. I understand how it</p>	<p>L1 I recognise cycles of life in nature. I understand there are some changes that are outside my control and to recognise how I feel about this.</p> <p>L2 I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me.</p> <p>L3 I recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I feel proud about becoming more independent.</p> <p>L4 I recognise the physical differences between boys and girls and can use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl.</p> <p>L5 I understand there are different types of touch and tell you which ones I like and don't like. I am confident to say what I like and don't like and ask for help.</p> <p>L6 I can identify what I am looking forward to when I move to my next class. I am</p>

				eat to give my body energy. I have a healthy relationship with food and know which foods are most nutritious for my body.	feels to trust someone. L6 I express my appreciation for the people in my special relationships and I am comfortable accepting appreciation from others.	starting to think about changes I will make in my next year at school and know how to go about this.
	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3	<p>L1 I recognise my worth and identify positive things about myself and my achievements.</p> <p>L2 I face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>L3 I understand why rules are needed and how they relate to rights and responsibilities. I know how to make others feel valued.</p> <p>L4 I understand that my actions affect myself and others and I care about other people's feelings.</p> <p>L5 I make responsible choices and take action to work cooperatively in a group.</p> <p>L6 I understand how my actions affect others and try to see things from their points of view.</p>	<p>L1 I understand that everybody's family is different and important to them.</p> <p>L2 I understand that differences and conflicts sometimes happen among family members.</p> <p>L3 I know what it means to be a witness to bullying. I know some ways of helping to make someone who is bullied feel better.</p> <p>L4 I know that witnesses can make the situation better or worse by what they do.</p> <p>L5 I recognise that some words are used in hurtful ways and I try hard not to use them (e.g. gay, fat)</p> <p>L6 I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how it feels.</p>	<p>L1 I can tell you about a person who has faced difficult challenges and achieved success.</p> <p>L2 I can identify a dream/ambition that is important to me.</p> <p>L3 I can enjoy facing new learning challenges and working out the best ways for me to achieve them. I can break down a goal into a number of steps and know how others could help me to achieve it.</p> <p>L4 I can be motivated and enthusiastic about achieving our new challenge.</p> <p>L5 I can recognise obstacles which might hinder my achievement and take steps to overcome them. I can manage the feelings of frustration that may arise when obstacles occur.</p> <p>L6 I can evaluate my own learning process and identify how it can be better next time.</p>	<p>L1 I understand how exercise affects my body and know why my heart and lungs are such important organs.</p> <p>L2 I know that the amount of calories, fat and sugar I put into my body will affect my health. I know what it feels like to make a healthy choice.</p> <p>L3 I can tell you my knowledge and attitude towards drugs and identify how I feel towards drugs.</p> <p>L4 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>L5 I can identify when something feels safe or unsafe and take responsibility for keeping myself and others safe.</p> <p>L6 I understand how complex my body is and how important it is to take care of it.</p>	<p>L1 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>L2 I can identify and put into practice some of the skills of friendship.</p> <p>L3 I know and use some strategies for keeping myself safe online. I know who to ask for help if I am worried or concerned about anything online.</p> <p>L4 I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>L5 I understand how my needs and rights are shared by children around the world and to identify how our lives may be different.</p> <p>L6 I know how to express my appreciation to my friends and family.</p>	<p>L1 I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</p> <p>L2 I understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.</p> <p>L3 I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process.</p> <p>L4 I can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. I can recognise how I feel about these changes happening to me and how to cope with these feelings.</p> <p>L5 I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and be willing to change my ideas sometimes.</p> <p>L6 I can identify what I am looking</p>

						forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this.
	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	<p>L1 I know my attitudes and actions make a difference to the class team. I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued.</p> <p>L2 I understand who is in my school community, the roles they play and how I fit in. I take on a role in a group and contribute to the overall outcome.</p> <p>L3 I understand how democracy works through the school council/in this school.</p> <p>L4 I understand that my actions affect myself and others. I care about other people's feelings and try to empathise with them. I understand how rewards and consequences motivate people's behaviour.</p> <p>L5 I understand how groups come together to make decisions. I take on a role in a group and contribute to the overall outcome.</p> <p>L6 I understand my actions affect others and try to see things from their points of view.</p>	<p>L1 I understand that, sometimes, we make assumptions based on what people look like. I try to accept people for who they are.</p> <p>L2 I understand what influences me to make assumptions based on how people look. I question why I think what I do about other people.</p> <p>L3 I know that sometimes bullying is hard to spot and know what to do if I think bullying is going on but I'm not sure. I know how it might feel to be a witness to and a target of bullying.</p> <p>L4 I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can problem-solve a bullying situation with others.</p> <p>L5 I can identify what is special about me and to value the ways in which I am unique. I like and respect the unique features of my physical appearance.</p> <p>L6 I can tell you a time when my first impression of someone changed when I got to know them. I can explain why it is good to accept people for who they are.</p>	<p>L1 I can tell you about some of my hopes and dreams and I know how it feels to have hopes and dreams.</p> <p>L2 I understand that sometimes hopes and dreams do not come true and that this can hurt. I know how disappointment feels and can identify when I have felt that way.</p> <p>L3 I know that reflecting on positive and happy experiences can help me to counteract disappointment. I know how to cope with disappointment and help others cope with theirs.</p> <p>L4 I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude.</p> <p>L5 I know how to work out the steps to take to achieve a goal, and do this successfully as part of a group. I enjoy being part of a group challenge.</p> <p>L6 I can identify the contributions made by myself and others to the group's achievement. I know how to share in the success of a group.</p>	<p>L1 I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. I can identify the feelings I have about my friends and my different friendship groups.</p> <p>L2 I understand there are people who take on the roles of leaders or followers in a group, and know the role I take on in different situations. I am aware of how different people and groups impact on me and recognise the people I most want to be friends with.</p> <p>L3 I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. I recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p> <p>L4 I understand the facts about alcohol and its effects on health, particularly the liver, and</p>	<p>L1 I recognise situations which can cause jealousy in relationships and identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.</p> <p>L2 I identify someone I love and express why they are special to me. I know how most people feel when they lose someone or something they love.</p> <p>L3 I can tell you about someone I know that I no longer see and understand that we can remember people even if we no longer see them.</p> <p>L4 I recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise.</p> <p>L5 I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older. I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend.</p> <p>L6 I know how to show love and appreciation to the people and animals who are special to</p>	<p>L1 I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. I appreciate that I am a truly unique human being.</p> <p>L2 I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I understand that having a baby is a personal choice and express how I feel about having children when I am an adult.</p> <p>L3 I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p> <p>L4 I know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me.</p> <p>PLEASE NOTE: This lesson contains some non-statutory content about human reproduction (how babies are made)</p>

				<p>also some of the reasons some people drink alcohol. I recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p> <p>L5 I recognise when people are putting me under pressure and can explain ways to resist this when I want. I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>L6 I know myself well enough to have a clear picture of what I believe is right and wrong.</p>	<p>me. I know that I can love and be loved.</p>	<p>L5 I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p> <p>L6 I can identify what I am looking forward to when I move to a new class. I can reflect on the changes I would like to make next year and can describe how to go about this.</p>
	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	<p>L1 I know my attitudes and actions make a difference to the class team. I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued.</p> <p>L2 I understand who is in my school community, the roles they play and how I fit in. I take on a role in a group and contribute to the overall outcome.</p> <p>L3 I understand how democracy works through the school council/in this school.</p> <p>L4 I understand that my actions affect myself and others. I care about other people's feelings and try to empathise with them. I understand how rewards and consequences motivate people's behaviour.</p> <p>L5 I understand how groups come together to</p>	<p>L1 I understand that, sometimes, we make assumptions based on what people look like. I try to accept people for who they are.</p> <p>L2 I understand what influences me to make assumptions based on how people look. I question why I think what I do about other people.</p> <p>L3 I know that sometimes bullying is hard to spot and know what to do if I think bullying is going on but I'm not sure. I know how it might feel to be a witness to and a target of bullying.</p> <p>L4 I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can problem-solve a bullying situation with others.</p>	<p>L1 I can tell you about some of my hopes and dreams and I know how it feels to have hopes and dreams.</p> <p>L2 I understand that sometimes hopes and dreams do not come true and that this can hurt. I know how disappointment feels and can identify when I have felt that way.</p> <p>L3 I know that reflecting on positive and happy experiences can help me to counteract disappointment. I know how to cope with disappointment and help others cope with theirs.</p> <p>L4 I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude.</p>	<p>L1 I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. I can identify the feelings I have about my friends and my different friendship groups.</p> <p>L2 I understand there are people who take on the roles of leaders or followers in a group, and know the role I take on in different situations. I am aware of how different people and groups impact on me and recognise the people I most want to be friends with.</p> <p>L3 I understand the facts about</p>	<p>L1 I recognise situations which can cause jealousy in relationships and identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.</p> <p>L2 I identify someone I love and express why they are special to me. I know how most people feel when they lose someone or something they love.</p> <p>L3 I can tell you about someone I know that I no longer see and understand that we can remember people even if we no longer see them.</p> <p>L4 I recognise how friendships change, know how to make</p>	<p>L1 I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. I appreciate that I am a truly unique human being.</p> <p>L2 I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I understand that having a baby is a personal choice and express how I feel about having children when I am an adult.</p> <p>L3 I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and</p>

	<p>make decisions. I take on a role in a group and contribute to the overall outcome.</p> <p>L6 I understand my actions affect others and try to see things from their points of view.</p>	<p>L5 I can identify what is special about me and to value the ways in which I am unique. I like and respect the unique features of my physical appearance.</p> <p>L6 I can tell you a time when my first impression of someone changed when I got to know them. I can explain why it is good to accept people for who they are.</p>	<p>L5 I know how to work out the steps to take to achieve a goal, and do this successfully as part of a group. I enjoy being part of a group challenge.</p> <p>L6 I can identify the contributions made by myself and others to the group's achievement. I know how to share in the success of a group.</p>	<p>smoking and its effects on health, and also some of the reasons some people start to smoke. I recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p> <p>L4 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 recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p> <p>L5 I recognise when people are putting me under pressure and can explain ways to resist this when I want. I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>L6 I know myself well enough to have a clear picture of what I believe is right and wrong.</p>	<p>new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise.</p> <p>L5 I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older. I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend.</p> <p>L6 I know how to show love and appreciation to the people and animals who are special to me. I know that I can love and be loved.</p>	<p>that menstruation (having periods) is a natural part of this. I know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p> <p>L4 I know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me.</p> <p>PLEASE NOTE: This lesson contains some non-statutory content about human reproduction (how babies are made)</p> <p>L5 I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p> <p>L6 I can identify what I am looking forward to when I move to a new class. I can reflect on the changes I would like to make next year and can describe how to go about this.</p>
	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5	L1 I can face new challenges positively and know how to set personal goals. I know what I value most about my school and	L1 I can understand that cultural differences sometimes cause conflict and be aware of my own culture.	L1 I understand that I will need money to help me achieve some of my dreams	L1 I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I can	L1 I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities and I	L1 I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem.

<p>can identify my hopes for this school year</p> <p>L2 I can understand my rights and responsibilities as a citizen of my country and I can empathise with people in this country whose lives are different to my own.</p> <p>L3 I understand my rights and responsibilities as a citizen of my country and a member of my School and I empathise with people in this country whose lives are different to my own.</p> <p>L4 I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand that my actions affect me and others.</p> <p>L5 I understand how an individual's behaviour can impact on a group and I can contribute to the group and understand how we can function best as a whole.</p> <p>L6 I understand how democracy and having a voice benefits the school community and know how to participate in this.</p>	<p>L2 I understand what racism is and I am aware of my attitude towards people from different races.</p> <p>L3 I understand how rumour-spreading and name-calling can be bullying behaviour.</p> <p>L4 I can explain the difference between direct and indirect types of bullying. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p> <p>L5 I can compare my life with people in the developing world and appreciate the value of happiness regardless of material wealth.</p> <p>L6 I understand a different culture from my own and I respect my own and other people's cultures.</p>	<p>and I can identify what I would like my life to be like when I am grown up.</p> <p>L2 I know about a range of jobs carried out by people I know and explore how much people earn in different jobs. I appreciate the contributions made by people in different jobs.</p> <p>L3 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. I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.</p> <p>L4 I can describe the dreams and goals of young people in a culture different to mine and reflect on how these relate to my own.</p> <p>L5 I can understand that communicating with someone in a different culture means we can learn from each other.</p> <p>L6 I encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this.</p>	<p>make an informed decision about whether or not I choose to smoke and know how to resist pressure.</p> <p>L2 I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</p> <p>L3 I know how to put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations. I know how to keep myself calm in emergencies.</p> <p>L4 I understand how the media, social media and celebrity culture promotes certain body types and reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.</p> <p>L5 I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders)</p> <p>L6 I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be</p>	<p>know how to keep building my own self-esteem.</p> <p>L2 I understand that belonging to an online community can have positive and negative Consequences and I recognise when an online community feels unsafe or uncomfortable.</p> <p>L3 I understand there are rights and responsibilities in an online community or social network. I recognise when an online community is helpful or unhelpful to me.</p> <p>L4 I know there are rights and responsibilities when playing a game online. I recognise when an online game is becoming unhelpful or unsafe.</p> <p>L5 I recognise when I am spending too much time using devices (screen time). I can identify things I can do to reduce screen time, so my health isn't affected.</p> <p>L6 I can explain how to stay safe when using technology to communicate with my friends. I recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.</p>	<p>L2 I can explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. I understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p> <p>L3 I can describe how boys' and girls' bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty.</p> <p>L4 I understand that sexual intercourse can lead to conception and that is how babies are usually made. I understand that sometimes people need IVF to help them have a baby. I appreciate how amazing it is that human bodies can reproduce in these ways.</p> <p>L5 I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). I am confident that I can cope with the changes that growing up will bring.</p> <p>L6 I can identify what I am looking forward to when I move to my next class. I can think about changes I will make next year and know how to go about this.</p>
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				healthy and happy.		
	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 6	<p>L1 I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>L2 I know that there are universal rights for all children but for many children these rights are not met. I understand my own wants and needs and can compare these with children in different Communities.</p> <p>L3 I understand that my actions affect other people locally and globally. I understand my own wants and needs and am able to compare these with children in different communities.</p> <p>L4 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>L5 I understand how an individual's behaviour can impact on a group. I can contribute to the group and understand how we can function best as a whole.</p> <p>L6 I understand how democracy and having a voice benefits the school community.</p>	<p>L1 I understand there are different perceptions about what normal means and can empathise with people who are different.</p> <p>L2 I understand how being different could affect someone's life and I am aware of my attitude towards people who are different.</p> <p>L3 I can explain some of the ways in which one person or a group can have power over Another. I know how it can feel to be excluded or treated badly by being different in some way.</p> <p>L4 I know some of the reasons why people use bullying behaviours. I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.</p> <p>L5 I can give examples of people with disabilities who lead amazing lives and appreciate people for who they are.</p> <p>L6 I can explain ways in which difference can be a source of conflict and a cause for celebration. I can show empathy with people in either situation.</p>	<p>L1 know my learning strengths and set challenging but realistic goals for myself. I understand why it is important to stretch the boundaries of my current learning.</p> <p>L2 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>L3 I can identify problems in the world that concern me and talk to other people about them. I can recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.</p> <p>L4 I can work with other people to help make the world a better place. I can empathise with people who are suffering or who are living in difficult situations.</p> <p>L5 I can describe some ways in which I can work with other people to help make the world a better Place.</p> <p>L6 I know what some people in my class like or admire about me. I can give praise and compliments to other people when I recognise their contributions and achievements.</p>	<p>L1 I can take responsibility for my health and make choices that benefit my health and well-being be motivated to care for my physical and emotional health.</p> <p>L2 I know about different types of drugs and their uses and their effects on the body, particularly the liver and heart. I can be motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>L3 I understand that some people can be exploited and made to do things that are against the law. I can suggest ways that someone who is being exploited can help themselves.</p> <p>L4 I know why some people join gangs and the risks this involves. I know some strategies I could use to avoid being pressurised.</p> <p>L5 I understand what it means to be emotionally well and explore people's attitudes towards mental health/illness. I know how to help myself feel emotionally healthy and recognise when I need help with this.</p> <p>L6 I can recognise stress and the triggers</p>	<p>L1 I know that it is important to take care of my mental health. I understand that people can get problems with their mental health and that it is nothing to be ashamed of.</p> <p>L2 I know how to take care of my mental health and help myself and others when worried about a mental health problem.</p> <p>L3 I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when I am feeling those emotions and have strategies to manage them.</p> <p>L4 I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p> <p>L5 I can judge whether something online is safe and helpful for me. I can resist pressure to do something online that might hurt myself or others.</p> <p>L6 I can use technology positively and safely to communicate with my friends and family. I can take responsibility for my own safety and well-being.</p>	<p>L1 I am aware of my own self-image and how my body image fits into that. I know how to develop my own self-esteem.</p> <p>L2 I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. I can express how I feel about the changes that will happen to me during puberty.</p> <p>L3 I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I can recognise how I feel when I reflect on the development and birth of a baby.</p> <p>L4 I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.</p> <p>L5 I am aware of the importance of a positive self-esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge negative 'body-talk'</p> <p>L6 I can identify what I am looking forward to and what worries me</p>

				that cause this and understand how stress can cause drug and alcohol misuse. I can use different strategies to manage stress and pressure.		about the transition to secondary school /or moving to my next class. I know how to prepare myself emotionally for the changes next year.
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Please note that the learning intentions in **bold**, are for lessons which cover statutory content from the document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.**' If a lesson is teaching statutory content, a child CANNOT be withdrawn. Parents have the right however to withdraw their child from any lesson which is not teaching statutory content. **If a learning intention is in red, then it is teaching non-statutory content.**