

# **Saint Joseph's Infant & Junior Catholic Schools Sex Education Policy**

## **Teaching and Learning Guidance**

### **Sex and Relationships Policy**

#### **Statement of intent**

Saint Joseph's Infant & Saint Joseph's Junior Schools are voluntary aided schools. As church schools what and how we teach, what and how our pupils learn within and beyond the classroom are rooted in Christian values. Our Christian values are fundamental in the implementation of this policy.

#### **Introduction**

This policy was drafted in the light of the DfES document Sex and Relationship Guidance (DfES 2000), LA guidance and procedures and in consultation with the children, staff, parents, and governors of Saint Joseph's Infant & Saint Joseph's Junior Schools.

This policy provides information on how we provide Sex and Relationship Education (SRE) as part of the Personal, Social and Health Education and Citizenship framework. This is in addition to the statutory National Science Curriculum topics. It links in with the Personal, Social and Health Education and Citizenship (PSHCE) and Social and Emotional Aspects of Learning (SEAL) scheme of work provided by the Local Education Authority.

Whilst we at Saint Joseph's Infant & Saint Joseph's Junior Schools are aware that parents have the right to withdraw their children from all or part of the sex and relationship education curriculum provided at school, except for those parts included in the statutory National Curriculum, we would encourage any parent wishing to withdraw their child to discuss the situation with the Head teacher Team.

This policy is available to all staff, governors on request. A copy of the policy is located in the Head Teachers offices, school offices and the PSHE leaders' folders.

#### **Aims and objectives**

The purpose of Sex and Relationships Education (SRE) in Saint Joseph's Infant & Saint Joseph's Junior Schools

is to assist our pupils to prepare for adult life through physical, emotional and moral support. Significantly this policy places SRE firmly in the context of relationships as a whole and seeks to develop it as such.

The purpose of SRE is to provide knowledge about the processes of growth and development and human reproduction, and understanding about being a boy and being a girl, including challenging stereotypes, as well as the importance of relationships. At the same time it should lead to the acquisition of skills and attitudes which prepare children to manage their relationships in a responsible and healthy manner. It also provides a very important forum for children to discuss their own issues and ideas, clarifying issues, gaining correct information and reaching balanced views. Our teaching and information will reflect Christian values and principles and care will be taken when answering questions or discussing any points raised. We will ensure that we emphasise the understanding of the importance for families of stable, caring, responsible and loving relations between adults.

In this way SRE can take place throughout a child's time at Saint Joseph's Infant & Saint Joseph's Junior Schools incorporating, as it does, education in a safe and caring environment, which looks to develop positive:

- \*Attitudes and Values e.g. moral considerations and dilemmas, the value of family life, marriage, stable and loving relationships, the value of respect, love and care
- \*Personal and Social skills e.g. managing emotions and relationships, developing self-respect and empathy for others, how to make choices and understanding the consequences of choices, managing conflict
- \*Knowledge and Understanding e.g. physical development, human sexuality, reproduction, emotions and relationships

### **Context**

The above objectives are achieved through a whole-school approach, which ensures that the schools'

policy is appropriately set for the age and maturity of the pupils. This includes:

- \*Involving parents and carers (parents will be consulted about content of Sex and Relationship lessons before they are taught)
- \*Giving staff appropriate support
- \*Ensuring that pupils' views are listened to, as appropriate teaching programme)
- \*Ensuring that everything takes place within an equal opportunities framework, including sensitive consideration of families cultural and religious beliefs

As part of SRE children are taught about the nature and importance of marriage for family life and bringing up children set in the context of Catholic values and teaching. Therefore, pupils learn the significance of marriage and stable relationships as key building blocks of community and society. Care is taken that there is no stigmatisation of children based on their home circumstances.

### **Organisation**

We teach SRE through different aspects of the curriculum. Whilst we carry out the main SRE teaching in our personal, social and health education (PSHE) curriculum, we also teach some SRE through other subject areas (for example, Science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

(See Appendix 1)

### **The Specific Teaching of SRE**

As described above, SRE is taught through the Science and PSHE curriculum and in specific SRE lessons in Year 6.

In science lessons, which are statutory, in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science (see Appendix 1). In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In PSHE we teach children to understand and describe their feelings and views, recognise and respect similarities and differences between people, develop positive attitudes and choices regarding health and well-being, managing different relationships between friends and family. *(See Appendices 1-3)*

In Year 4, 5 and 6 SRE lessons we teach about changes in the body at puberty and the varying time scales associated with these and what issues may cause young people anxiety and how they can deal with these. In Year 6 we teach human reproduction (i.e. how a baby is conceived and born), development of sexual feelings and relationships, value of stable 'family life' (in its widest context), responsibilities of parenthood, their rights and that they should have control over who touches their bodies and to increase communication skills about these to keep them safe.

### **Teaching strategies**

The following teaching strategies are used in SRE lessons:

- Presenting facts in an objective, balanced and sensitive manner, set within a clear moral framework, which emphasises the importance of relationships
- Generating an atmosphere where questions about sexuality and reproduction can be asked

and answered simply and truthfully and without embarrassment

- Developing meaningful discussions about feelings and relationships and avoid an overly reproductive focus
- Identifying the different needs and learning styles of boys and girls and provide work and discussions in single sex groups whenever appropriate
- Providing a questions box, so that some questions can be asked anonymously, so that important issues aren't missed through a child's embarrassment
- Teachers always set ground rules before teaching SRE, e.g. No one will have to answer a personal question, no one will be forced to join in a discussion, no one will be laughed at, only the correct names for body parts will be used and meanings of words will be explained in a sensible and factual way, no personal questions to the teacher
- Children know that they can talk to an appropriate adult if they have an anxiety or 'burning question', knowing that their question will be treated privately
- As part of this teachers may choose to use 'distancing techniques', whereby pupils are helped to be able to broach more personal subjects by considering them from the view of a 'third party'. Eg by discussing case studies, problem pages
- At the end of each session a time for reflection is included.

### **The National Healthy School Status**

Both schools have achieved the Enhanced National Healthy School Status scheme, which promotes health education. Therefore we:

- \*Consult with parents on all matters of health education policy
- \*Train teachers to teach SRE
- \*Listen to the views of the children in our school regarding SRE
- \*Look positively at any local initiatives that support us in providing the best SRE

### **The role of parents**

The school is well aware that the primary role in children's SRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- \*Inform parents about the school's SRE policy and practice
- \*Answer any questions that parents may have about the SRE for their child
- \*Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school
- \*Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- \*Inform parents about the best practice known with regard to SRE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities
- \*Parents of Year 6 children are informed by letter about when our programme of SRE is to take place. They are invited to discuss any issues/questions they may have.

\*Parents have the right to withdraw their child from all or part of the SRE programme that we teach in our school, apart from the elements of SRE in the science curriculum. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the Headteachers , and make it clear which aspects of the programme they do not wish their child to participate in. Parents and carers of children in Year 6 are informed on the programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching, as appropriate.

### **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education as appropriate.

### **Special Needs**

At Saint Joseph's Infant & Saint Joseph's Junior Schools all our SRE teaching is differentiated to the intellectual and emotional needs of individual children. SRE will also be provided for children with specific special educational and physical needs in consultation with their parents.

### **Confidentiality**

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will take their concerns to the attention of the child protection officers. These staff will then deal with the matter in consultation with healthcare professionals. (See also Child Protection Policy.)

### **Monitoring and review**

The Staffing & Curriculum Committee of the governing body monitors our SRE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Pupils' views are also sought through discussions at the conclusion of units of work.

### **Evaluation, assessment and reporting to parents**

Evaluation and assessment including self-assessment are an integral part of SRE. A comment on pupils' progress in SRE will be included in our annual reporting on PSHE to parents/carers.

### **Links with other policies**

This policy should be read in conjunction with the following policies

PSHE and Citizenship

Drugs

Science

Child Protection

Inclusion

Agreed by Governing body:

To be reviewed:

# **Appendix 1--(Supporting Guidance)**

## **Personal, social and health education (PSHE):**

### **Key stage 1**

This programme is non-statutory and schools are not required to follow it. It is included so that schools can plan a whole curriculum.

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

### **Knowledge, skills and understanding**

#### **Developing confidence and responsibility and making the most of their abilities**

1. Pupils should be taught:
  - a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
  - b. to share their opinions on things that matter to them and explain their views
  - c. to recognise, name and deal with their feelings in a positive way
  - d. to think about themselves, learn from their experiences and recognise what they are good at
  - e. how to set simple goals.

#### **Preparing to play an active role as citizens**

2. Pupils should be taught:
  - a. to take part in discussions with one other person and the whole class
  - b. to take part in a simple debate about topical issues
  - c. to recognise choices they can make, and recognise the difference between right and wrong
  - d. to agree and follow rules for their group and classroom, and understand how rules help them
  - e. to realise that people and other living things have needs, and that they have responsibilities to meet them
  - f. that they belong to various groups and communities, such as family and school
  - g. what improves and harms their local, natural and built environments and about some of the ways people look after them
  - h. to contribute to the life of the class and school
  - i. to realise that money comes from different sources and can be used for different purposes.

### **Developing a healthy, safer lifestyle**

3. Pupils should be taught:
- how to make simple choices that improve their health and wellbeing
  - to maintain personal hygiene
  - how some diseases spread and can be controlled
  - about the process of growing from young to old and how people's needs change
  - the names of the main parts of the body
  - that all household products, including medicines, can be harmful if not used properly
  - rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

### **Developing good relationships and respecting the differences between people**

4. Pupils should be taught:
- to recognise how their behaviour affects other people
  - to listen to other people, and play and work cooperatively
  - to identify and respect the differences and similarities between people
  - that family and friends should care for each other
  - that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

### **Breadth of opportunities**

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:
- take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]
  - feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]
  - take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
  - make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]
  - meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
  - develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
  - consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]
  - ask for help [for example, from family and friends, midday supervisors, older pupils, the police].

### **Explanatory notes and cross-curriculum references**

**Note for 2a, 2b - Cross reference to English**

En1 Speaking and listening: Group discussion and interaction

3. To join in as members of a group, pupils should be taught to:
- take turns in speaking
  - relate their contributions to what has gone on before
  - take different views into account
  - extend their ideas in the light of discussion
  - give reasons for opinions and actions

**Note for 2g - Cross reference to geography**

Geographical enquiry and skills

1. In undertaking geographical enquiry, pupils should be taught to:
- express their own views about people, places and environments [for example, about litter in the school]

Knowledge and understanding of environmental change and sustainable development

5. Pupils should be taught to:
- recognise changes in the environment [for example, traffic pollution in a street]
  - recognise how the environment may be improved and sustained [for example, by restricting the number of cars]

**Note for 2g - Cross reference to science**

Sc2 Life processes and living things: Living things in their environment

5. Pupils should be taught to:
- care for the environment

**Note for 3a - Cross reference to physical education**

Knowledge and understanding of fitness and health

4. Pupils should be taught:
- how important it is to be active
  - to recognise and describe how their bodies feel during different activities

**Note for 3d-3f - Cross reference to science**

Sc2 Life processes and living things: Humans and other animals

2. Pupils should be taught:
- to recognise and compare the main external parts of the bodies of humans and other animals
  - that humans and other animals need food and water to stay alive
  - that taking exercise and eating the right types and amounts of food help humans to keep healthy
  - about the role of drugs as medicines
  - how to treat animals with care and sensitivity
  - that humans and other animals can produce offspring and that these offspring grow into adults
  - about the senses that enable humans and other animals to be aware of the world around them

### **Note for 3g - Cross reference to design and technology**

Working with tools, equipment, materials and components to make quality products

2. Pupils should be taught to:

f. follow safe procedures for food safety and hygiene

## **Personal, social and health education (PSHE): Key stage 2**

This programme is non-statutory and schools are not required to follow it. It is included so that schools can plan a whole curriculum.

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

### **Knowledge, skills and understanding**

#### **Developing confidence and responsibility and making the most of their abilities**

1. Pupils should be taught:

a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society

b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action

d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way

e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future

f. to look after their money and realise that future wants and needs may be met through saving.

#### **Preparing to play an active role as citizens**

2. Pupils should be taught:

- a. to research, discuss and debate topical issues, problems and events
- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- f. to resolve differences by looking at alternatives, making decisions and explaining choices
- g. what democracy is, and about the basic institutions that support it locally and nationally
- h. to recognise the role of voluntary, community and pressure groups
- i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- k. to explore how the media present information.

### **Developing a healthy, safer lifestyle**

3. Pupils should be taught:

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- c. about how the body changes as they approach puberty
- d. which commonly available substances and drugs are legal and illegal, their effects and risks
- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- g. school rules about health and safety, basic emergency aid procedures and where to get help.

### **Developing good relationships and respecting the differences between people**

4. Pupils should be taught:

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- b. to think about the lives of people living in other places and times, and people with different values and customs
- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e. to recognise and challenge stereotypes
- f. that differences and similarities between people arise from a number of factors, including

cultural, ethnic, racial and religious diversity, gender and disability  
g. where individuals, families and groups can get help and support.

## **Breadth of opportunities**

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a. take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
- b. feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
- c. participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]
- d. make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]
- e. meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]
- f. develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters]
- g. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]
- h. find information and advice [for example, through helplines; by understanding about welfare systems in society]
- i. prepare for change [for example, transferring to secondary school].

## **Explanatory notes and cross-curriculum references**

### **Note for 1d - Cross reference to science**

Sc2 Life processes and living things: Humans and other animals

2. Pupils should be taught:

Growth and reproduction

f. about the main stages of the human life cycle

### **Note for 2a - Cross reference to English**

En1 Speaking and listening: Group discussion and interaction

3. To talk effectively as members of a group, pupils should be taught to:

- a. make contributions relevant to the topic and take turns in discussion
- b. vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions

- c. qualify or justify what they think after listening to others' questions or accounts
- d. deal politely with opposing points of view and enable discussion to move on
- e. take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson
- f. use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences

En2 Reading: Reading for information

3. Pupils should be taught to:

- a. scan texts to find information
- b. skim for gist and overall impression
- c. obtain specific information through detailed reading
- d. draw on different features of texts, including print, sound and image, to obtain meaning
- e. use organisational features and systems to find texts and information
- f. distinguish between fact and opinion [for example, by looking at the purpose of the text, the reliability of information]
- g. consider an argument critically

**Note for 2i - Cross reference to history**

Knowledge and understanding of events, people and changes in the past

2. Pupils should be taught:

- b. about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world

**Note for 2j - Cross reference to geography**

Knowledge and understanding of environmental change and sustainable development

5. Pupils should be taught to:

- a. recognise how people can improve the environment [for example, by reclaiming derelict land] or damage it [for example, by polluting a river], and how decisions about places and environments affect the future quality of people's lives
- b. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local conservation project]

**Note for 2j - Cross reference to science**

Sc2 Life processes and living things: Living things in their environment

5. Pupils should be taught:

Micro-organisms

- a. about ways in which living things and the environment need protection

**Note for 2k - ICT opportunity**

Pupils could use the internet to look at different reports about the same issue.

### **Note for 3 - Cross reference to science**

Sc2 Life processes and living things: Humans and other animals

2. Pupils should be taught:

Nutrition

- a. about the functions and care of teeth
- b. about the need for food for activity and growth, and about the importance of an adequate and varied diet for health

Circulation

- c. that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs
- d. about the effect of exercise and rest on pulse rate

Movement

- e. that humans and some other animals have skeletons and muscles to support and protect their bodies and to help them to move

Growth and reproduction

- f. about the main stages of the human life cycle

Health

- g. about the effects on the human body of tobacco, alcohol and other drugs, and how these relate to their personal health
- h. about the importance of exercise for good health

### **Note for 3a - Cross reference to physical education**

Knowledge and understanding of fitness and health

4. Pupils should be taught:

- a. how exercise affects the body in the short term
- b. to warm up and prepare appropriately for different activities
- c. why physical activity is good for their health and well-being
- d. why wearing appropriate clothing and being hygienic is good for their health and safety

### **Note for 3b - Cross reference to science**

Sc2 Life processes and living things: Living things in their environment

5. Pupils should be taught:

Micro-organisms

- f. that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial [for example, in the breakdown of waste, in making bread] or harmful [for example, in causing disease, in causing food to go mouldy]

### **Note for 3g - Cross reference to design and technology**

Working with tools, equipment, materials and components to make quality products

2. Pupils should be taught to:

f. follow safe procedures for food safety and hygiene

#### **Note for 4b - Cross reference to geography**

Knowledge and understanding of places

3. Pupils should be taught:

a. to identify and describe what places are like [for example, in terms of weather, jobs]

#### **Note for 4b - Cross reference to history**

Knowledge and understanding of events, people and changes in the past

2. Pupils should be taught:

a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past

## **Appendix 2-**

### **Personal, social and health education (PSHE):**

### **End of key stage statements**

There is no attainment target for PSHE but end of key stage statements have been developed to help teachers assess progress.

The following statements describe the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught a relevant programme of PSHE. The statements are designed to help teachers judge levels of achievement and the extent to which their pupils are making progress.

#### **Key stage 1**

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).

Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They

can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

## **Key stage 2**

Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

