

**ST JOSEPH'S**

**PARK HILL SCHOOL**

ST. JOSEPH'S PARK HILL



**Relationships Education Policy**

**Mission Statement**

**We prepare our children for the challenges of the future in a nurturing and stimulating environment built on Catholic foundations.**

**June 2024 MW**

This Policy was written taking regard of the following guidance:

- Relationships Education, Relationships and Sex Education and Health Education (England) DfE statutory guidance 2021
- Sections 34 and 35 of the Children and Social Work Act 2017
- Keeping Children Safe in Education (KCSIE) (September 2023)
- ISI Regulatory requirements for Independent Schools
- Human Rights Act 1998
- Equality Act 2010
- Education Act 1996/2002
- The Teaching Standards

## **How this policy was developed**

This policy was written following consultation with the Governors, staff and parents of pupils in our school. This policy will be reviewed annually by the Headteacher and PSHE subject leader, and any changes communicated to all stakeholders.

## **What is Relationships Education?**

Relationships Education is the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary school.

An ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes. In our school context, these are our **Values** which encourage the development and practice of resilience, helping pupils to believe they can achieve, persevere with tasks, work towards long-term goals and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, we aim to develop the personal **Values** of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

As part of our PSHE curriculum, Relationships Education creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

The principles of positive relationships also apply online. As part of our Computing curriculum, we teach pupils about appropriate behaviour online and how to stay safe online.

## **Our Aims**

Our Mission Statement states that we strive to prepare our children for the challenges of the future in a nurturing environment built on Catholic foundations. We are committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Relationships Education is an integral part of this education.

Through our school Relationship Education and PSHE curriculum, we aim to help our pupils develop the skills and knowledge, appropriate to their age, understanding and development, to enable them to make responsible decisions about their relationships.

## **Statutory Curriculum Requirements**

We are legally required to teach Relationships Education and parents do not have the right to withdraw their children from this curriculum. St Joseph's Park Hill has chosen not to teach our children sex education, as this is a statutory requirement at secondary school only. St Joseph's Park Hill has chosen to teach the content of the Relationships Education curriculum in an age appropriate way- teaching content to year groups when we believe our pupils are ready to learn about it, whilst ensuring coverage of all statutory topics.

Our Relationships Education curriculum aligns closely with our Religious Education curriculum which emphasises the importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from.

## **Curriculum Planning and Organisation**

We use the Coram Life Education scheme of work for Relationships Education and PSHE teaching. For years 1 – 6 the content is divided into 6 half-termly blocks of teaching under the following headings:

Me and My Relationships; Valuing Difference; Keeping Myself Safe; Rights and Responsibilities; Being my Best; Growing and Changing.

Please see appendix 1 for the Lesson plan grid.

Please see Appendix 2 for the learning objectives for each year group.

Each class has a timetabled PSHE lesson weekly.

Relationships education will be taught by the class teacher following the Coram scheme of work for PSHE. Long and medium term plans with teaching objectives are available on our

website in the Curriculum menu. Individual lesson plans are available on request from the office.

There are assessment opportunities built into each half-termly unit. Teachers report to parents on pupils' attainment and effort in PSHE once a term.

### **Curricular Enhancement**

Beyond timetabled lessons, we invite visitors to school to talk to the children such as NSPCC, Health Professionals, and Coram Education. The annual visit of the LIFEBUS (Coram Education) will support and enhance the teaching of Relationships Education. Themes covered by them include: Healthy bodies, relationships, use of medicines and many others.

All resources and materials used by outside agencies or visitors are seen and approved by school staff prior to the visit taking place.

### **Inclusion and accessibility**

We teach Relationships Education to all pupils in Y1 to Y6 as part of our PSHE curriculum regardless of their ability. Teachers provide learning opportunities matched to the individual needs of children, taking into account any TLPs or Care Plans which may be in place.

### **Equal Opportunities**

At St Joseph's Park Hill we ensure that no child is excluded from this policy irrespective of age, race, religion, gender, gender reassignment, language, sexual orientation, disability or family background.

### **Links with other policies**

This policy forms part of teaching children how to stay safe.

This policy should be read alongside the PSHE policy, the Safeguarding and Child Protection policy, the Antibullying policy and the RE policy.

This policy is available on the website and in hard copy on request from the School Office. Email or ring Mrs Duncan on [bursar@parkhillschool.co.uk](mailto:bursar@parkhillschool.co.uk) or 01282 455622.

### **Monitoring and Review**

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. They will report to Governors where appropriate.

The PSHE subject leader along with the Headteacher will ensure the staff have the training and resources they need to deliver this curriculum.

This policy will be reviewed annually by the PSHE subject leader and Headteacher.



## Appendix 1

### ST JOSEPH'S PARK HILL - RELATIONSHIP EDUCATION LESSON PLAN GRID

Map of SCARF lesson plans that ensure schools meet the requirements of the DfE Primary Relationships Education curriculum, and also National Curriculum Science.

SCARF Units	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Me and My relationships</b> (DfE category: Families and people who care for me, Respectful, Caring friendships)	Thinking about feelings Our feelings Feelings and bodies Who are our special people balloons Good friends	How are you feeling today? Being a good friend Let's all be happy	My special pet Looking after our special people Friends are special	Ok or not ok (1) Ok or not ok (2) When feelings change Under pressure	How good a friend are you? Relationship cake recipe	Solve the friendship Problem Assertiveness Don't force me Acting appropriately
<b>Valuing Difference</b> (DfE category: Respectful Relationships)	Same or different? Who are our special People?	What makes us who we are? How do we make others feel? My special people	Family and friends Let's celebrate our differences Zeb	Islands Friend or Acquaintance That is such a stereotype	Qualities of friendship Happy being me Is it true?	OK to be different We have more in common than not Advertising friendships! Boys will be boys? -challenging stereotypes
<b>Keeping Myself Safe</b> (DfE category: Being safe, Respectful relationships, Online relationships)	Who can help me? (1) Harold loses Geoffrey Good or bad touches	How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept	None of your business! Raisin challenge (1)	Keeping ourselves safe Raisin Challenge (2)	Decision dilemmas Would you.....?	Traffic lights To share or not share? Joe's story (part 2)
<b>Rights and responsibilities</b> (DfE category: Being safe)		Feeling safe		Who helps us keep healthy and safe?		Fakebook Friends
<b>Being my best</b> (DfE category: Being safe)			I am fantastic!	What makes me ME!	Independence and Responsibility Star qualities	What's the risk (2)
<b>Growing and changing</b> (DfE categories: Respectful relationships, Online relationships, Being safe)	Taking care of a baby Then and now Surprises and secrets Keeping privates private	Haven't you grown! My body, your body Respecting privacy	Relationship Tree Body Space Secret or surprise?	My feelings are all over the place! Secret or surprise Together	How are they feeling? Takiing notice of our feelings Growing up and changing bodies Help I'm a teenager, get me out of here! Stop, start stereotypes Period Positive (4) My changing Body (3)	I look great Media Manipulation Is this normal?

## Relationships Education – KS1

Scarf Units	Year 1	Year 2
<p><b>Me and My Relationships</b></p> <p>(DfE category: Families and people who care for me; Respectful Relationships; Caring Friendships)</p>	<p><b>Thinking about Feelings</b>            Recognise how others might be feeling by reading body language/facial expressions.            Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</p> <p><b>Our Feelings</b>            Identify a range of feelings.            Identify how feelings might make us behave.            Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p> <p><b>Feelings and Bodies</b>            Recognise that people's bodies and feelings can be hurt.            Suggest ways of dealing with different kinds of hurt.</p> <p><b>Our Special People Balloons</b>            Recognise that they belong to various groups and communities such as their family.            Explain how these people help us and we can also help them to help us.</p> <p><b>Good Friends</b>            Identify simple qualities of friendship.            Suggest simple strategies for making up.</p>	<p><b>How are you feeling today?</b>            Use a range of words to describe feelings.            Recognise that people have different ways of expressing their feelings.            Identify helpful ways of responding to other's feelings.</p> <p><b>Being a good friend</b>            Recognise that friendship is a special kind of relationship.            Identify some of the ways that good friends care for each other.</p> <p><b>Let's all be happy</b>            Recognise, name and understand how to deal with feelings (e.g. anger, loneliness)            Explain where someone could get help if they were being upset by someone else's behaviour.</p>
<p><b>Valuing Difference</b></p> <p>(DfE category: Respectful relationships)</p>	<p><b>Same or Different</b>            Identify the differences and similarities between people.            Empathise with those who are different from them.            Begin to appreciate the positive aspects of these differences.</p>	<p><b>What makes us who we are?</b>            Identify some of the physical and non-physical differences and similarities between people.            Know and use words and phrases that show respect for other people.</p>

	<p><b>Who are our special people?</b>  Identify some of the people who are special to them.  Recognise and name some of the qualities that make a person special to them.</p>	<p><b>How do we make others feel?</b>  Recognise and explain how a person's behaviour can affect other people.</p> <p><b>My special people</b>  Identify people who are special to them.  Explain some of the ways those people are special to them.</p>
<p><b>Keeping Myself Safe</b>   (DfE category: Being Safe;  Respectful relationships;  Online relationships)</p>	<p><b>Who Can Help?</b>  Recognise emotions and physical feelings associated with feeling unsafe.  Identify people who can help them when they feel unsafe.</p> <p><b>Harold loses Geoffrey</b>  Recognise the range of feelings that are associated with loss.</p> <p><b>Good or bad touches</b>  Understand and learn the PANTS rules.  Know which parts should be private  Explain the difference between appropriate and inappropriate touch.  Understand that they have the right to say “no” to unwanted touch.  Start thinking about who they trust and who they can ask for help</p>	<p><b>How safe would you feel?</b>  Identify situations in which they would feel safe or unsafe.  Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p><b>What should Harold say?</b>  Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p> <p><b>I don't like that!</b>  Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation.  Identify the types of touch they like and do not like.  Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p><b>Fun or not?</b>  Recognise that some touches are not fun and can hurt or be upsetting.  Know that they can ask someone to stop touching them.  Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p><b>Should I tell?</b>  Identify safe secrets (including surprises) and unsafe secrets.  Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p> <p><b>Some secrets should never be kept</b>  Identify how inappropriate touch can make someone feel.  Understand that there are unsafe secrets and secrets that are nice surprises.  Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p>



<p><b>Rights and responsibilities</b></p> <p>(DfE category: Being safe)</p>		<p><b>Feeling safe</b></p> <p>Identify special people in the school and community who can help to keep them safe.</p> <p>Know how to ask for help.</p>
<p><b>Growing and changing</b></p> <p>(DfE category: Respectful relationships; Online relationships; Being safe.)</p>	<p><b>Taking care of a baby</b></p> <p>Understand some of the tasks required to look after a baby.</p> <p>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p> <p><b>Then and Now</b></p> <p>Identify things they could do as a baby, a toddler and can do now.</p> <p>Identify the people who help/helped them at those different stages.</p> <p><b>Surprises and secrets</b></p> <p>Explain the difference between a secret and a nice surprise.</p> <p>Identify situations as being secrets or surprises.</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p> <p><b>Keeping privates private</b></p> <p>Identify parts of the body that are private.</p> <p>Describe ways in which private parts can be kept private.</p> <p>Identify people they can talk to about their private parts.</p>	<p><b>Haven't you grown!</b></p> <p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult).</p> <p>Understand and describe some of the things that people are capable of at these different stages.</p> <p><b>My body, your body</b></p> <p>Identify which parts of the human body are private.</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p><b>Respecting privacy</b></p> <p>Explain what privacy means.</p> <p>Know that you are not allowed to touch someone's private belongings without their permission;</p> <p>Give examples of different types of private information.</p>

# Relationships Education Lower KS2

<b>Scarf unit</b>	<b>Year 3</b>	<b>Year 4</b>
<p><b>Me and My Relationships</b></p> <p>(DfE category: Families and people who care for me; Respectful Relationships; Caring Friendships)</p>	<p><b>My special pet</b> Explain some of the feelings someone might have when they lose something important to them. Understand that these feelings are normal and a way of dealing with the situation.</p> <p><b>Looking after our special people</b> Identify people who they have a special relationship with. Suggest strategies for maintaining a positive relationship with their special people.</p> <p><b>Friends are special</b> Identify qualities of friendship. Suggest reasons why friends sometimes fall out. Rehearse and use, now or in the future, skills for making up again.</p>	<p><b>Ok or not ok (1)</b> Explain what we mean by a 'positive, healthy relationship'. Describe some of the qualities that they admire in others.</p> <p><b>Ok or not ok (2)</b> Recognise that there are times when they might need to say 'no' to a friend. Describe appropriate assertive strategies for saying 'no' to a friend.</p> <p><b>When feelings change</b> Demonstrate a range of feelings through their facial expressions and body language. Recognise that their feelings might change towards someone or something once they have further information.</p> <p><b>Under pressure</b> Give examples of strategies to respond to being bullied, including what people can do and say. Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p>
<p><b>Valuing Difference</b></p> <p>(DfE category: Respectful relationships)</p>	<p><b>Family and friends</b> Recognise that there are many different types of family.</p> <p><b>Let's celebrate our differences</b> Recognise the factors that make people similar to and different from each other. Recognise that repeated name calling is a form of bullying. Suggest strategies for dealing with name calling (including talking to a trusted adult)</p> <p><b>Zeb</b> Understand and explain some of the reasons why different people are bullied.</p>	<p><b>Islands</b> Understand that they have the right to protect their personal body space. Recognise how others' non-verbal signals indicate how they feel when people are close to their body space. Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p> <p><b>Friend or Acquaintance</b> Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances).</p>

	<p>Explore why people have prejudiced views and understand what this is.</p>	<p>Give examples of features of these different types of relationships, including how they influence what is shared.</p> <p><b>That is such a stereotype</b></p> <p>Understand and identify stereotypes, including those promoted in the media.</p>
<p><b>Keeping Myself Safe</b></p> <p>(DfE category: Being Safe; Respectful relationships; Online relationships)</p>	<p><b>None of your business!</b></p> <p>Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens. Recognise and describe appropriate behaviour online as well as offline.</p> <p>Identify what constitutes personal information and when it is not appropriate or safe to share this.</p> <p>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</p> <p><b>Raisin challenge</b></p> <p>Demonstrate strategies for assessing risks. Understand and explain decision-making skills. Understand where to get help from when making decisions.</p>	<p><b>Keeping ourselves safe</b></p> <p>Describe stages of identifying and managing risk. Suggest people they can ask for help in managing risk.</p> <p><b>Raisin Challenge (2)</b></p> <p>Understand that we can be influenced both positively and negatively. Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>
<p><b>Rights and responsibilities</b></p> <p>(DfE category: Being safe)</p>		<p><b>Who helps us keep healthy and safe?</b></p> <p>Explain how different people in the school and local community help them stay healthy and safe.</p> <p>Define what is meant by 'being responsible'. Describe the various responsibilities of those who help them stay healthy and safe. Suggest ways they can help the people who keep them healthy and safe.</p>
<p><b>Being my best</b></p> <p>(DfE category: Being safe)</p>	<p><b>I am fantastic!</b></p> <p>Identify their achievements and areas of development.</p> <p>Recognise that people may say kind things to help us feel good about ourselves.</p>	<p><b>What makes me ME!</b></p> <p>Identify ways in which everyone is unique. Appreciate their own uniqueness. Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p>

	<p>Explain why some groups of people are not represented as much on television/in the media.</p>	
<p><b>Growing and changing</b></p> <p>(DfE category: Respectful relationships; Online relationships; Being safe.)</p>	<p><b>Relationship Tree</b>  Identify different types of relationships. Recognise who they have positive healthy relationships with.</p> <p><b>Body Space</b>  Understand what is meant by the term body space (or personal space). Identify when it is appropriate or inappropriate to allow someone into their body space. Rehearse strategies for when someone is inappropriately in their body space.</p> <p><b>Secret or surprise?</b>  Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. Recognise how different surprises and secrets might make them feel. Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>	<p><b>My feelings are all over the place!</b>  Name some positive and negative feelings. Understand how the onset of puberty can have emotional as well as physical impact. Suggest reasons why young people sometimes fall out with their parents. Take part in a role play practising how to compromise.</p> <p><b>Secret or surprise?</b>  Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. Recognise how different surprises and secrets might make them feel. Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p><b>Together</b>  Understand that marriage is a commitment to be entered into freely and not against someone's will. Recognise that marriage includes different types of couples. Know the legal age for marriage in England or Scotland. Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>

# Relationships Education Years 5 and 6

Scarf unit	Year 5	Year 6
<p><b>Me and My Relationships</b></p> <p>(DfE category: Families and people who care for me; Respectful Relationships; Caring Friendships)</p>	<p><b>How good a friend are you?</b></p> <p>Demonstrate how to respond to a wide range of feelings in others.</p> <p>Give examples of some key qualities of friendship.</p> <p>Reflect on their own friendship qualities.</p> <p><b>Relationship cake recipe</b></p> <p>Identify what things make a relationship unhealthy.</p> <p>Identify who they could talk to if they needed help.</p>	<p><b>Solve the friendship problem</b></p> <p>Recognise some of the challenges that arise from friendships.</p> <p>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p><b>Assertiveness</b></p> <p>List some assertive behaviours.</p> <p>Recognise peer influence and pressure.</p> <p>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p> <p><b>Don't force me</b></p> <p>Describe ways in which people show their commitment to each other.</p> <p>Know the ages at which a person can marry, depending on whether their parents agree.</p> <p>Understand that everyone has the right to be free to choose who and whether to marry.</p> <p><b>Acting appropriately</b></p> <p>Recognise that some types of physical contact can produce strong negative feelings.</p> <p>Know that some inappropriate touch is also illegal.</p>
<p><b>Valuing Difference</b></p> <p>(DfE category: Respectful relationships)</p>	<p><b>Qualities of friendship</b></p> <p>Define some key qualities of friendship.</p> <p>Describe ways of making a friendship last.</p> <p>Explain why friendships sometimes end.</p> <p><b>Happy being me</b></p> <p>Develop an understanding of discrimination and its injustice, and describe this using examples.</p> <p>Empathise with people who have been, and currently are, subjected to injustice, including through racism.</p>	<p><b>Ok to be different</b></p> <p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.</p> <p>Suggest strategies for dealing with bullying, as a bystander.</p> <p>Describe positive attributes of their peers.</p> <p><b>We have more in common than not</b></p> <p>Know that all people are unique but that we have far more in common with each other than what is different about us.</p>

	<p>Consider how discriminatory behaviour can be challenged.</p> <p><b>Is it true?</b></p> <p>Understand that the information we see online, either text or images, is not always true or accurate.</p> <p>Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them.</p> <p>Understand and explain the difference between gender, gender identity, gender expression and sexual orientation.</p>	<p>Consider how a bystander can respond to someone being rude, offensive or bullying someone else.</p> <p>Demonstrate ways of offering support to someone who has been bullied.</p> <p><b>Advertising friendships</b></p> <p>Explain the difference between a friend and an acquaintance.</p> <p>Describe qualities of a strong, positive friendship.</p> <p>Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).</p> <p><b>Boys will be boys?</b></p> <p>Define what is meant by the term stereotype.</p> <p>Recognise how the media can sometimes reinforce gender stereotypes.</p> <p>Recognise that people fall into a wide range of what is seen as normal.</p> <p>Challenge stereotypical gender portrayals of people.</p>
<p><b>Keeping Myself Safe</b></p> <p>(DfE category: Being Safe; Respectful relationships; Online relationships)</p>	<p><b>Decision dilemmas</b></p> <p>Recognise which situations are risky.</p> <p>Explore and share their views about decision making when faced with a risky situation.</p> <p>Suggest what someone should do when faced with a risky situation.</p> <p><b>Would you risk it?</b></p> <p>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks.</p> <p>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p>	<p><b>Traffic lights</b></p> <p>Identify strategies for keeping personal information safe online.</p> <p>Describe safe behaviours when using communication technology.</p> <p><b>To share or not to share?</b></p> <p>Know that it is illegal to create and share sexual images of children under 18 years old.</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online.</p> <p>Know how to keep their information private online.</p> <p><b>Joe's story (part 2)</b></p> <p>Understand and give examples of conflicting emotions.</p> <p>Understand and reflect on how independence and responsibility go together.</p>

<p><b>Rights and responsibilities</b></p> <p>(DfE category: Being safe)</p>		<p><b>Fakebook friends</b></p> <p>Know the legal age (and reason behind these) for having a social media account.</p> <p>Understand why people don't tell the truth and often post only the good bits about themselves, online.</p> <p>Recognise that people's lives are much more balanced in real life, with positives and negatives.</p>
<p><b>Being my best</b></p> <p>(DfE category: Being safe)</p>	<p><b>Independence and Responsibility</b></p> <p>Identify people who are responsible for helping them stay healthy and safe.</p> <p>Identify ways that they can help these people.</p> <p><b>Star qualities</b></p> <p>Describe 'star' qualities of celebrities as portrayed by the media.</p> <p>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.</p> <p>Describe 'star' qualities that 'ordinary' people have.</p>	<p><b>What's the risk? (2)</b></p> <p>Recognise what risk is.</p> <p>Explain how a risk can be reduced.</p> <p>Understand risks related to growing up and explain the need to be aware of these.</p> <p>Assess a risk to help keep themselves safe.</p>
<p><b>Growing and changing</b></p> <p>(DfE category: Respectful relationships; Online relationships; Being safe.)</p>	<p><b>How are they feeling?</b></p> <p>Use a range of words and phrases to describe the intensity of different feelings.</p> <p>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these.</p> <p>Explain strategies they can use to build resilience.</p> <p><b>Taking notice of our feelings</b></p> <p>Identify people who can be trusted.</p> <p>Understand what kinds of touch are acceptable or unacceptable.</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p><b>My changing body (Y3)</b></p> <p>Recognise that babies come from the joining of an egg and sperm.(content from National Curriculum for science)</p> <p>Understand that for girls, periods are a normal part of puberty.</p>	<p><b>I look great!</b></p> <p>Understand that fame can be short-lived.</p> <p>Recognise that photos can be changed to match society's view of perfect.</p> <p>Identify qualities that people have, as well as their looks.</p> <p><b>Media Manipulation</b></p> <p>Define what is meant by the term stereotype.</p> <p>Recognise how the media can sometimes reinforce gender stereotypes.</p> <p>Recognise that people fall into a wide range of what is seen as normal.</p> <p>Challenge stereotypical gender portrayals of people.</p> <p><b>Is this normal?</b></p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it.</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty.</p>

	<p><b>Period positive (Y4)</b> Know the key facts of the menstrual cycle. Understand that periods are a normal part of puberty for girls. Identify some of the ways to cope better with periods.</p> <p><b>Growing up and changing bodies</b> Identify some products that they may need during puberty and why. Know what menstruation is and why it happens.</p> <p><b>Help I'm a teenager, get me out of here!</b> Recognise how our body feels when we're relaxed. List some of the ways our body feels when it is nervous or sad. Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p> <p><b>Stop, start stereotypes</b> Recognise that some people can get bullied because of the way they express their gender. Give examples of how bullying behaviours can be stopped.</p>	<p>Understand what FGM is and that it is an illegal practice in this country. Know where someone could get support if they were concerned about their own or another person's safety.</p>
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