

Relationships and Health Education Policy

Primary

September 2020

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Associated Documents & Links to:	
<ul style="list-style-type: none"> • Safeguarding and Child Protection Policy • Behaviour Policy • Whistleblowing policy • Data protection policy • E-safety Policy • Anti-Bullying Policy 	<p>Statutory DfE guidance: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</p> <ul style="list-style-type: none"> • PHSE, Science Curriculum & Development Matters (EYFS) • Visitors Policy • SMSC Policy

Approved by the Standards and Outcomes Committee of the Trust Board, June 2020



Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

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1. Aims

The aims of Relationships and health education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

3. Statutory requirements

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

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching relationships and health education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At North Walsall Primary Academy we teach relationships and health education as set out in this policy.

4. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the DSL- C Carey /Principal - N Hawkins/ PHSE Lead - A Birch/ S Khera Science Lead have pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations through Inset day training – July 2020.
3. Parent/stakeholder consultation – parents and any interested parties were sent a letter with a link to the draft policy on the website asking for their feedback electronically at Postbox@nwpa.atrust.org.uk by (31st August 2020) parents wishing to discuss the policy further were invited to attend a virtual meeting about the policy.

4. Pupil consultation – we investigated what exactly pupils want from their relationships and health education by holding class assemblies and recording pupils’ feedback. On return in September each class will receive a Q&A session in-class with their class teacher.
5. Pupil reflection – we will ask pupils for feedback on the relationships and health education sessions/units once they have been completed during the academic year and use this feedback to further inform future sessions. We will do this by pupil voice and questionnaire.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

5. Definition

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

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

Relationships and health education is not about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to meet the needs of our pupils and our community or issues that are highlighted nationally.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don’t seek answers online or their peers which may not provide a true reflection of reality or explore related ethical issues the way in which a teach can.

7. Delivery of relationships and health education

Relationships and health education is taught within the personal, social, health and economic education curriculum, in school we use Jigsaw and Votes for School. Biological aspects of relationships and health education are taught within the science curriculum, and other aspects are included in religious education. Children are taught in year groups and the lessons are adapted to suit all ability groups including SEND children.

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

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

For more information about our RSE curriculum, see Appendices 1,2 & 3.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families,



LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

8. Roles and responsibilities

The local academy committee (LAC)

The LAC will monitor the implementation of this policy on behalf of Trustees, whose responsibility it is to approve.

The Principal

The principal is responsible for ensuring that Relationships and health education is taught consistently across the academy, and for managing requests to withdraw pupils from non-statutory/non-science components of Relationships and health education (see section 9).

Staff

Staff are responsible for:

- Delivering Relationships and health education in a sensitive way
- Modelling positive attitudes to Relationships and health education
- Monitoring progress
- Responding to the needs of individual pupils
- Supporting the review and reflection process for pupil feedback after taught sessions/units.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of Relationships and health education
- Make pupils aware that if anything that is said during these sessions raises any concerns about themselves or about someone that they know they should talk to a trusted member of staff about it.

Staff do not have the right to opt out of teaching Relationships and health education. Staff who have concerns about teaching Relationships and health education are encouraged to discuss this with the Principal.

Staff Name	Job Title	Aspect of Relationships and health education
Mrs Howard	Teacher	Personal, Social & Emotional Development - Making Relationships Understanding the World – The World

Miss A Birch	Teacher	<p>Personal, Social & Emotional Development - Making Relationships</p> <p>PHSE - Jigsaw</p> <p>Physical Development – Health & Self Care</p> <p>Understanding the World – The World</p>
Mis K Smith	Teacher	Science /PHSE- Jigsaw/Votes for School
Miss Z Rook	Teacher	Science /PHSE- Jigsaw/Votes for School
Mrs S DeSouza	Teacher	Science /PHSE- Jigsaw/Votes for School
Mrs S Whitelaw	Teacher	Science /PHSE- Jigsaw/Votes for School
Miss S Pritchard	Teacher	Science /PHSE- Jigsaw/Votes for School
Mrs C Tuck	Teacher	Science /PHSE- Jigsaw/Votes for School
Miss H Randall-Williams	Teacher	Science /PHSE- Jigsaw/Votes for School
Miss C Carey	Teacher	<p>Period talk following Walsall SRE Guidance.</p> <p>Changes to my body session using Walsall Help I’m Hairy SRE materials.</p>

<p>Mrs Winwood</p>	<p>Learning Mentor</p>	<p>Period talk following Walsall SRE Guidance. Menstrual cycle, what to expect how to prepare, how to wear a sanitary pad, emotions, what to expect. Myth busting, worry box. Changes to my body session using Walsall Help I'm Hairy SRE materials, personal hygiene.</p>
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Pupils

Pupils are expected to engage fully in Relationships and health education and, when discussing issues related to RSE, treat others with respect and sensitivity. Failure to behave appropriately will be dealt with in accordance to the Behavior Policy.

If gaining a wider awareness of positive relationships versus negative relationships causes any concern to any pupil about themselves or someone they know, they are encouraged to share these concerns with a trusted member of staff who will deal with them in accordance to the safeguarding policy.

9. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within Relationships and health education (Year 6, Summer 2) TBC

Requests for withdrawal from Sex Education should be put in writing; setting out clear rationale for withdrawing their child in line with the government's statutory guidance.

Alternative work will be given to pupils who are withdrawn from sex education.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action and record the viewpoint of both parties as well as the outcome of the discussion.

The Principal will respond to all withdrawal to Sex Education requests in writing.

10. Training

Staff are trained on the delivery of Relationships and health education and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Relationships and health education in line with the academy's Visitors Policy.

11. Monitoring arrangements



The delivery of Relationships and health education is monitored by A Birch – SMSC Lead through: Termly SMSC book trawls and learning walks.

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

This policy will be reviewed by the Principal bi-annually or sooner if as a result of pupil feedback, consultation feedback or a change in guidance from the DfE. At every review, the policy will be approved by the LAC.

Relationships and health education Curriculum Map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Nursery	Summer	Relationships: Personal, Social & Emotional Development - Making Relationships	30-50months/40-60months Development Matters NSPCC PANTS rule with film.
Reception	Autumn 1	<ul style="list-style-type: none"> • Being Me in My World - I understand how it feels to belong and that we are similar and different • I understand why it is good to be kind and use gentle hands 	Personal, Social & Emotional Development - Making Relationships
	Autumn 2	<ul style="list-style-type: none"> • Celebrating Difference - I understand that being different makes us all special • I know we are all different but the same in some ways 	PHSE - Jigsaw Physical Development – Health & Self Care
	Spring 2	<ul style="list-style-type: none"> • Healthy Me - I understand that I need to exercise to keep my body healthy • I know which foods are healthy and not so healthy and can make healthy eating choices 	Understanding the World – The World NSPCC PANTS rule with film.
	Summer 1	<ul style="list-style-type: none"> • Relationships - I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends 	
	Summer 2	<ul style="list-style-type: none"> • I know how to be a good friend • Changing Me - I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults 	

Year 1	Autumn 1	<p>Being Me in My World - I know that I belong to my class I know how to make my class a safe place for everybody to learn I know how to make my class a safe place for everybody to learn I recognise how it feels to be proud of an achievement</p>	<p>Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.</p>
	Autumn 2	<p>Celebrating Difference - I can identify similarities between people in my class I can identify differences between people in my class I can tell you what bullying is I know some people who I could talk to if I was feeling unhappy or being bullied I know some people who I could talk to if I was feeling unhappy or being bullied I can tell you some ways I am different from my friends</p>	<p>Votes for School</p> <p>NSPCC PANTS rule with film.</p> <p>swgfl.org.uk/resources/digital-literacy</p>
	Spring 2	<p>Healthy Me - I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I know how to make healthy lifestyle choices 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 understand that medicines can help me if I feel poorly and I know how to use them safely I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p>	
	Summer 1	<p>Relationships - I can identify the members of my family and understand that there are lots of different types of families I can identify what being a good friend means to me I know appropriate ways of physical contact to greet my friends and know which ways I prefer I know who can help me in my school community I can recognise my qualities as person and a friend</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	<p>Changing Me - I am starting to understand the life cycles of animals and humans</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same</p> <p>I can tell you how my body has changed since I was a baby</p> <p>I can tell you about changes that have happened in my life</p>	

Year 2	Autumn 1	<p>Being Me in My World - I understand the rights and responsibilities for being a member of my class and school I can listen to other people and contribute my own ideas about rewards and consequences I can recognise the choices I make and understand the consequences</p>	<p>Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat</p>
	Autumn 2	<p>Celebrating Difference - I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself I understand that it is OK to be different from other people and to be friends with them I can tell you some ways I am different from my friends</p>	<p>Votes for School</p> <p>NSPCC PANTS rule with film.</p> <p>swgfl.org.uk/resources/digital-literacy</p>
	Spring 2	<p>Healthy Me - I know what I need to keep my body healthy 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 understand how medicines work in my body and how important it is to use them safely I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy I can make some healthy snacks and explain why they are good for my body I can decide which foods to eat to give my body energy</p>	
	Summer 1	<p>Relationships - 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 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 can identify some of the things that cause conflict with my friends</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	<p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I can express my appreciation for the people in my special relationships</p> <p>Changing Me - I can recognise cycles of life in nature</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>I can recognise the physical differences between boys and girls and appreciate that some parts of my body are private</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like</p>	

Year 3	Autumn 1	<p>Being Me in My World - I recognise my worth and can identify positive things about myself and my achievements. I can face new challenges positively, make responsible choices and ask for help when I need it I understand why rules are needed and how they relate to rights and responsibilities I can make responsible choices and take action I understand my actions affect others and try to see things from their points of view</p>	<p>Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat</p> <p>Votes for School</p> <p>NSPCC PANTS rule with film.</p>
	Autumn 2	<p>Celebrating Difference - I understand that everybody's family is different and important to them I understand that differences and conflicts sometimes happen among family members I know what it means to be a witness to bullying I recognise that some words are used in hurtful ways I can tell you about a time when my words affected someone's feelings and what the consequences were</p>	<p>swgfl.org.uk/resources/digital-literacy</p>
	Spring 2	<p>Healthy Me - I understand how exercise affects my body and know why my heart and lungs are such important organs I know that the amount of calories, fat and sugar I put into my body will affect my health I can tell you my knowledge and attitude towards drugs 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 I can identify when something feels safe or unsafe I understand how complex my body is and how important it is to take care of it</p>	

Year 4	Autumn 1	<p>Being Me in My World - I know my attitudes and actions make a difference to the class team.</p> <p>I understand who is in my school community, the roles they play and how I fit in</p> <p>I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them</p>	<p>Jigsaw Charter, Jigsaw Chime, ‘Calm’ pictures, ‘Calm Me’ script, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat</p> <p>Votes for School</p>
	Autumn 2	<p>Celebrating Difference - I understand that, sometimes, we make assumptions based on what people look like</p> <p>I understand what influences me to make assumptions based on how people look</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I’m not sure</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don’t tell</p> <p>I can identify what is special about me and value the ways in which I am unique</p> <p>I can tell you a time when my first impression of someone changed when I got to know them</p>	<p>NSPCC PANTS rule with film. swgfl.org.uk/resources/digital-literacy</p>
	Spring 2	<p>Healthy Me - I recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p>	
	Summer 1	<p>I know myself well enough to have a clear picture of what I believe is right and wrong</p> <p>Relationships - I can recognise situations which can cause jealousy in relationships</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	<p>I can identify someone I love and can express why they are special to me</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p> <p>Changing Me - 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 parts of them.</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life.</p>	

Year 5	Autumn 1	<p>Being Me in My World - I can make choices about my own behaviour because I understand how rewards and consequences feel I understand how an individual's behaviour can impact on a group</p>	<p>Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat</p>
	Autumn 2	<p>Celebrating Difference - I understand that cultural differences sometimes cause conflict I understand that cultural differences sometimes cause conflict I understand how rumour-spreading and name-calling can be bullying behaviours I can explain the difference between direct and indirect types of bullying</p>	<p>Votes for School NSPCC PANTS rule with film.</p>
	Spring 2	<p>Healthy Me - I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations I understand how the media, social media and celebrity culture promotes certain body types I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>	<p>swgfl.org.uk/resources/digital-literacy</p>
	Summer 1	<p>Relationships - I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I understand that belonging to an online community can have positive and negative consequences I understand there are rights and responsibilities in an online community or social network</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	<p>I know there are rights and responsibilities when playing a game online</p> <p>I can recognise when I am spending too much time using devices (screen time)</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>Changing Me - I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>Period talk carried out by Miss Carey and Mrs Winwood. Pupils are taught key facts about the menstrual cycle including what is an average period. Pupils are shown menstrual products and given a pack of products to manage their menstruation.</p>	Walsall SRE Guidance Resources

Year 6	Autumn 1	<p>Being Me in My World - I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand that my actions affect other people locally and globally</p> <p>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>Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat</p> <p>Votes for School</p> <p>NSPCC PANTS rule with film.</p>
	Autumn 2	<p>I understand how an individual's behaviour can impact on a group</p> <p>Celebrating Difference - I understand there are different perceptions about what normal means</p> <p>I understand how being different could affect someone's life</p> <p>I can explain some of the ways in which one person or a group can have power over another</p> <p>I know some of the reasons why people use bullying behaviours</p> <p>I can give examples of people with disabilities who lead amazing lives</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration</p>	<p>swgfl.org.uk/resources/digital-literacy</p>
	Spring 2	<p>Healthy Me - I can take responsibility for my health and make choices that benefit my health and well-being</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and hear</p> <p>I understand that some people can be exploited and made to do things that are against the law</p> <p>I know why some people join gangs and the risks this involves</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p>	
	Summer 1		

	<p>Summer 2</p>	<p>Relationships - I know that it is important to take care of my mental health I know how to take care of my mental health 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 people are trying to gain power or control I can judge whether something online is safe and helpful for me I can use technology positively and safely to communicate with my friends and family</p> <p>Changing Me - I am aware of my own self-image and how my body image fits into that 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 am aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>Period talk carried out by Miss Carey and Mrs Winwood. Pupils are taught key facts about the menstrual cycle including what is an average period. Pupils are shown menstrual products and given a pack of products to manage their menstruation.</p> <p>Changes to my body session carried out by Miss Carey and Mrs Winwood teaching about the key facts about puberty, the main changes which take place in males and females and the impact of puberty.</p> <p>Optional Module TBC</p>	<p>Walsall SRE Guidance Resources</p> <p>Walsall Help I'm Hairy SRE materials.</p>
	<p>Summer 2</p>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><u>Who am I?</u></p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body. Observe closely, using simple equipment. Say which part of the body is associated with each sense. Identify and name a variety of common garden plants. 	<p><u>Healthy me</u></p> <ul style="list-style-type: none"> Describe the importance for humans of exercise. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p><u>Rocks, soils and fossils</u></p> <ul style="list-style-type: none"> n/a 	<p><u>What's that sound?</u></p> <ul style="list-style-type: none"> n/a 	<p><u>Out of this world</u></p> <ul style="list-style-type: none"> n/a 	<p><u>Classifying living things</u></p> <ul style="list-style-type: none"> Give reasons for classifying plants and animals based on specific characteristics. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
Autumn 2	<p><u>Celebrations</u></p> <ul style="list-style-type: none"> Say which part of the body is associated with each sense. 	<p><u>Materials</u> <u>Monster</u></p> <ul style="list-style-type: none"> n/a 	<p><u>Food and our bodies</u></p> <ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get 	<p><u>Living things</u></p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 	<p><u>Material world</u></p> <ul style="list-style-type: none"> n/a 	<p><u>Healthy bodies</u></p> <ul style="list-style-type: none"> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

			nutrition from what they eat.			
Spring 1	<p><u>Polar places</u></p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are carnivores, herbivores and omnivores. 	<p><u>Squash, bend, twist and stretch</u></p> <ul style="list-style-type: none"> n/a 	<p><u>Light and shadows</u></p> <ul style="list-style-type: none"> n/a 	<p><u>Looking at states</u></p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. 	<p><u>Circle of life</u></p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. 	<p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2	<p><u>Plants and animals where we live.</u></p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p><u>Local environment</u></p> <ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Identify and name a variety of plants and animals in their habitats, including microhabitats. 	<p><u>How does your garden grow?</u></p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p><u>Teeth and eating</u></p> <ul style="list-style-type: none"> Identify the different types of teeth in humans and their simple functions. Describe the simple functions of the basic parts of the digestive system in humans. Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p><u>Let's get moving</u></p> <ul style="list-style-type: none"> n/a 	<p><u>Light</u></p> <ul style="list-style-type: none"> n/a
Summer 1	<p><u>On Safari</u></p> <ul style="list-style-type: none"> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 	<p><u>Young gardeners</u></p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p><u>Forces ad magnets</u></p> <ul style="list-style-type: none"> n/a 	<p><u>Power it up</u></p> <ul style="list-style-type: none"> n/a 	<p><u>Growing up and growing old</u></p> <ul style="list-style-type: none"> Describe the changes as humans develop 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> n/a

					to old age.	
Summer 2	<u>Holiday</u> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 	<u>Little Masterchefs</u> <ul style="list-style-type: none"> Find out about, and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. 	<u>The nappy challenge</u> <ul style="list-style-type: none"> n/a 	<u>The big build</u> <ul style="list-style-type: none"> n/a 	<u>Amazing changes</u> <ul style="list-style-type: none"> n/a 	<u>The Titanic</u> <ul style="list-style-type: none"> n/a

North Walsall Primary Academy Online Safety Progression Document

This document follows the SWGfL scheme for online safety. <https://swgfl.org.uk/resources/digital-literacy/>

Term	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Aut 1	Transition	Transition	Staying Safe Online	Powerful Passwords	Rings of Responsibility	Strong Passwords	Talking Safely Online
Aut 2	Going places Safely	Going places Safely	Following the Digital Trail	My Online Community	Private and Personal Information	Digital Citizenship Pledge	Super Digital Citizen
Spring 1	Safer Internet Day	Safer Internet Day	Safer Internet Day	Safer Internet Day	Safer Internet Day	Safer Internet Day	Safer Internet Day
Spring 2	A-B-C Searching	A-B-C Searching	Screen out the mean	Things for Sale	The Power of Words	You've Won a Prize!	Privacy Rules
Summer 1	Keep It Private	Keep It Private	Using Keywords	Show Respect Online	The Key to Keywords	How to Cite a Site	What's Cyberbullying
Summer 2	Paint a picture on purple mash – practise adding names and dates to their work.	Paint a picture on purple mash – practise adding names and dates to their work.	Sites I like	Writing Good Emails	Whose Is It Anyway?	Picture Perfect	Selling Stereotypes

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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 • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • 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 • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
<p>Online relationships & Being Safe Online</p>	<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 • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.

TOPIC	PUPILS SHOULD KNOW
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

TOPIC	PUPILS SHOULD KNOW
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 wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

TOPIC	PUPILS SHOULD KNOW
Physical Health and Fitness & Healthy Eating	<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. • 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). • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Drugs Alcohol and Tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
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.
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.

