



June 2023

PSHE



Relationships and Health Education (RHE) Policy including Sex Education.

Definition – What is RHE?

RHE is the emotional, social and cultural development of pupils and involves learning about relationships, sexuality, healthy lifestyles, diversity, personal identity and changes humans go through as they grow. It gives children the key building blocks of healthy respectful relationships, focusing on family and friendships, in all contexts. This includes the importance of treating others and ourselves with kindness, consideration and respect. It embraces a commitment to lifelong learning about physical, moral and emotional development as children grow up. It gives them an essential understanding of how to be healthy, physically and mentally.

The Context of RHE within PSHE

We deliver Relationships Education as part of our wider provision of Personal, Social, Health Education (PSHE), which also includes statutory Relationship Health Education (RHE). The aims of Relationships Health Education are further supported by interventions, Thrive, our RRS ethos and extracurricular clubs and the enrichment activities we provide.

Links to RRS at Lydgate Junior School

Lydgate Junior School is committed to the agenda of The Rights of the Child and our school ethos is based around the principles of being a Rights Respecting School (RRS). This policy covers our approach to the statutory obligations as outlined by the Department for Education (2019). The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and asserts that pupils receiving primary education **must be taught Relationships Education and Health Education**. (See link to the document below).

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

We believe that by linking the RRS and RHE agendas we can define what RHE as part of PSHE will look like at Lydgate Junior School.

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 17 Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

The Thrive approach at Lydgate Junior School

The emotional and social development and wellbeing of our children is very important to us, so we have embraced the Thrive Approach in our school. Thrive Approach's mission is: '...to help children and young people become more emotionally resilient and better placed to engage with life and learning'. This approach supports children to feel happy and secure, able to enjoy friendships and able to relate well to others. We believe in making a strong connection with each child, so they will be able to thrive and will be ready and able to learn. In Year 3, the children

learn about the 3-part brain and how to recognise different emotions. We continue to refer to this in years 4, 5 and 6 for emotional regulation using the Zones of Regulation.

Zones of Regulation

Self-regulation is something everyone continually works on whether or not we are aware of it. This comes naturally for some, but for others it is a skill that needs to be taught and practised. Zones of Regulation uses a whole school approach to teach the children about their emotions and how to self-regulate. Teachers at Lydgate Junior School have been trained to model the language so that we can all recognise and validate our feelings and emotions. For further information, please see [this link](#).

Aims (Intent)

RHE will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school. All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour in the real world and online.
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocity and trust
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
 - develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

Relationships and Sex Education (RSE) - What is compulsory in Primary School?

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made **Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.**

The Full Department of Education statutory guidance document can be found here:

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

It states that this is the statutory content that must be taught:

66 . The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals

67. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born

At Lydgate Junior School, we intend to teach the national curriculum for science, which includes subject content including science themed sex education (see above), and in particular provides information about puberty, the human body parts and reproduction in some plants and animals. We will continue to teach the sex education programme of learning that we do each year. All parents/carers will have the opportunity to view the content of what is taught and have the choice to withdraw your child from this specific unit of teaching.

Our topic, RSHE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education.

Although 'RSHE' as a subject is not statutory at primary level, many aspects of our RSHE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSHE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses). We will ensure that children receive teaching about puberty in Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We understand that at times children will benefit from varying methods of delivering the RSHE curriculum. For example, we may use single-sex groups or small group teaching where this helps us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

We have considered the DfE's recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils. Parents/carers, governors and pupils have been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education and Science. Following guidance from the DfE, (see above) we define Sex Education as learning about 'how a (human) baby is conceived and born'. This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

The content of our Sex Education programme will be gradually developed in an age appropriate way. The children will learn about puberty in year 5. They will not learn about human sexual reproduction until Y6. Y6 will learn about human sexual reproduction within a scientific context. They will learn that eggs and sperm are joined (e.g. IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know. In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books, diagrams, PowerPoints, videos and scientific descriptions. We will avoid resource led approaches which rely on worksheets or lengthy audio-visual resources. Pupils will be given the opportunity to ask questions using a question box and will be asked to consolidate their learning in ways which enable them to develop skills to confidently discuss sexual body parts and functions.

Parental right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents do have the right to withdraw their children from the non-statutory components of sex education.

Requests for withdrawal should be put in writing to the Head teacher (R. Hurding).

Before granting any such request, R. Hurding will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes. We will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group). We will try to offer support/signpost resources to parents/carers who wish to deliver Sex Education at home. The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education annually.

Inclusion

In relation to those with special educational needs or a disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer

Equality

The Equality Act of 2010 resonates through Relationships Education. School staff have also undergone training with 'The Prosperity Project,' who have helped teaching staff to reflect on the diversity of the whole school curriculum. Ensuring the stories and viewpoints of different cultures are heard. Through RHE we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we

all have towards one another. Other characteristics requiring protection are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We will also endeavour to address and reduce discrimination, advance equality of opportunity and encourage good relations between different groups, in order to ensure that Relationships Education meets the needs of all.

We will try to reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons. We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways. Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views or values represented. We will accept and celebrate differences. We will encourage respect through links to the RRS ethos of our school at the class charter which each class in school has displayed.

Safeguarding

We understand the importance of quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand mutual, consensual and reciprocal relationships in all forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching through the units 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse. For more detail see the Anti-bullying section of Lydgate Junior School's Positive Relationship Policy.

[Positive relationship Policy Document](#) In the case of RSHE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSHE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

Development of the Policy

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 Curriculum Leader, members of the RRS team and members of SLT have ensured that all relevant information including national and local guidance was adhered to.
2. Staff consultation – all school staff were given the opportunity to read the policy and make recommendations.
3. Parent/stakeholder consultation – parents and Governors were given the opportunity to take part in a questionnaire regarding the content of the new curriculum. Parents were also invited to complete a questionnaire and contribute opinions on the content of the new RHE curriculum and have a voice regarding what they would like us to consider teaching with regard to faith, culture and diversity within our curriculum.
4. Pupil consultation – we believe that pupil voice should be acknowledged, respected and represented in our curriculum. Children were consulted in the summer of 2021 through 'The Prosperity Project' in order to consider the diversity in the school curriculum. The outcomes of these surveys will inform our ongoing curriculum planning.
5. Ratification – once amendments were made, the policy was shared with governors and ratified
6. The policy will be reviewed in 2024 with staff and pupils. Then in 2024-2025 with governors, parents/carers.

Working with Staff

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion. Lydgate Junior School is following the 'Learn Sheffield RSHE scheme.'

RHE is taught within the personal, social, health and education curriculum (PSHE) and alongside the RRS curriculum. Other aspects are included in religious education (RE), science and computing. It is bound up also in the school's thrive approach and linked with the zones of regulation. We will continue to look for opportunities to draw links between subjects and integrate teaching where appropriate.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non-statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence. Those with special responsibility for the development of Relationships Education will be offered opportunities to consult with advisors and attend external training courses.

Content - Engaging with Pupils-(Implementation)

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children’s views about the content of their PSHE lessons. We will engage the pupils in assessment activities to establish their development needs, children will complete termly brain dump sheets to show their understanding and retention of key learning. We will encourage pupils to ask questions as they arise by providing anonymous question boxes. We will also ask pupils to reflect on their learning. The majority of teaching will be through discussion. We will finally consult pupils through pupil interviews and through the School Council about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

Relationships Education:-

<p>Families and people who care for me</p>	<p>Pupils should know</p> <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.
<p>Caring Friendships</p>	<p>Pupils should know</p> <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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <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.

	<p>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.</p> <ul style="list-style-type: none"> • 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.
Online relationships	<p>Pupils should know</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.
Being safe	<p>Pupils should know</p> <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.

Physical health and mental wellbeing (Primary)

Mental wellbeing	<p>Pupils should know</p> <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. <ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or
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	<p>someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

<p>Health and prevention</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
<p>Basic first aid</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
<p>Changing adolescent body</p>	<p>Pupils should know:</p> <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

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's viewpoints and working together are practised in all PSHE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but also to explore views and perspectives and develop possible solutions through discussion and interaction. In keeping with this approach, we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

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

They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information.

Distancing Techniques: In order to protect children's privacy, to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Working with Governors

The governors have read this policy. It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community. In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting. This policy is also available on the school's website. We have an identified link governor for PSHE.

Communicating with Parents/Carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore, we seek to work in partnership with parents/carers when planning and delivering Relationships Education.

We will encourage this partnership by sharing details of our curriculum on our website and informing parents/carers in termly curricular overview of the current Relationships Education topics. We encourage parental discussion, views and concerns about Relationships Education. Further consultation with parents/carers and pupils will be carried out when the policy is reviewed in Autumn 2023.

Working with External Agencies and the Wider Community

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met. We will follow this Code of Practice when working with visitors. The care and management of pupils is the responsibility of the school at all times. In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff. The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate. Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHCE Co-ordinator, or a member of SLT beforehand.

Curriculum Materials and Resources

We will primarily use the, 'Learn Sheffield,' RHE scheme, and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which are consistent with

our curriculum for Relationships Education, relate to the aims and objectives of this policy and are suitable to the age, needs and ability of the children.

Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. From time to time the PSHE leader will ask staff to reflect on the effectiveness of learning in particular units of work, and will have discussions with groups of pupils about their understanding and learning. Children will have a small class book to continue with through their junior school journey. In some cases, we will ask the children to record key learning activities in this PSHE Book, to show their development and progress.

Monitoring, review and evaluation

This Policy is the responsibility of the PSHE leader (J Drury) and the head teacher (R. Hurding). The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered by the PSHE Leader and pupils to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it. Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from Sex Education.

The Results of RHE (Impact)

By the end of their time at Lydgate Junior School we hope that pupils will be able to:

- manage their own feelings.
- take responsibility for their actions.
- interact well with others.
- identify issues and problems if they arise in themselves.
- identify issues and problems if they arise with others.
- discuss any issues or problems if they arise.
- understand how to look after and keep their bodies safe.
- understand changes in their bodies.
- be happy, safe and feel valued at school.
- be respectful of everyone in our diverse school, area, city and national society.
- learn about and value differences, developing tolerance and understanding.
- develop into healthy, independent and resilient people.
- able to take a positive role in contributing to their own and others school life.
- able to understand and fulfil their role in the wider community as a good citizen.
- be safe and kind online.
- feel equipped to achieve age related expectations (where possible) across the curriculum.
- demonstrate and apply the British Values of democracy, tolerance, mutual respect, rule of law and liberty.