

PARK SCHOOL – RELATIONSHIPS AND SEX EDUCATION EDUCATION POLICY – ISI 12D

These lessons will be referred to as ‘Time to Thrive’ and PSHEE/RSE’

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’ Secretary of State (2021)

SCOPE OF DOCUMENT

At Park School, we recognise our responsibility to promote spiritual, moral, cultural, mental and physical development of our pupils.

This policy has been written in accordance with the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance. It will be taught as part of our Personal, Social, Health, Emotional and Economic Education (PSHE).

This policy takes account of the following documents and guidance:

- Education Act (2011)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2023)
- Learning and Skills Act (2000)
- Relationships Education, Relationships & Sex Education (RSE) and Health Education (2021)
- Statutory Guidance SRE for the 21st Century 2014
- The Education (Independent School Standards) Regulations April 2019
- The Equality Act 2010
- The Independent Schools Commentary on the Regulatory Requirements September 2019
- PSHE Association programme of study 2021

This policy is to be read in conjunction with all other policies.

Please particularly cross refer to the following:

- Child Protection and Safeguarding Children
- Anti-Bullying including Cyber bullying
- Behaviour
- Computing
- Curriculum
- E-Safety
- PSHE
- Science
- SMSC Curriculum

AIMS AND PURPOSE OF RELATIONSHIPS AND HEALTH EDUCATION

Many children and young people today are growing up in an increasingly complex world and living their lives both on and offline. This means that they are presented with many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their personal, social and academic lives in a positive way.

The aim of Relationships Education at Park School is to enable children to:

- flourish
- live and learn safely in the modern world
- gain the knowledge, skills and confidence to make their own positive, safe and healthy choices
- develop their own values, attitudes, questions and opinions
- be able to consider the consequences of their behaviour and choices
- safeguard and care for themselves and others
- develop resilience to cope with life’s ups and downs, but know how to access help if they need it (including our clergy members if required)

- respect themselves and others, and build positive relationships
- teach the children the correct vocabulary to describe themselves and their bodies

AIMS AND PURPOSE OF HEALTH EDUCATION?

This is recommended by the government to be taught in an age-appropriate, timely manner in all primary schools. At Park School, children learn facts about puberty and human reproduction. Please see the specific content in line with the expectations of what is taught within primary schools.

[DfE Relationships Education Statutory Guidance](#)

TEACHING & LEARNING

Relationships Education will be taught throughout the school, from Early Years (Nursery and Reception) through Key Stage 1 (Years 1 and 2) and into Key Stage 2 (Upper School Years 3-6). Topics and themes will be developed from year to year in greater depth considering the pupils' age and maturity. These topics will include the development of communication and social skills, as well as the resilience and character that are fundamental to pupils becoming happy, successful, and productive members of society.

Each half-term, each class will focus on a different area of Relationships Education. All Relationships Education lessons will be taught by the class teacher.

Please see **Appendix 1** for the curriculum overview across the school.

Details of the learning objects for PSHE and Relationships & Health Education are shared in the subject summaries sent home at the start of each term and are also uploaded into the Parent Portal. Further detailed information will be sent at the start of each half-term by each class teacher.

Y5 parents will be given the opportunity to discuss the sessions taught on puberty and human reproduction with staff before the sessions begin. After each session the class teacher will inform the parents via email on how the class received the information and the general focus of children's interest in the subject and any questions raised.

MONITORING AND EVALUATION

The outcomes of each RSHE lesson will be recorded in a class book, which can be referred to by the class teacher throughout the year and parents are welcome to see during Time to Shine. Outcomes may also include a classroom display.

Monitoring and evaluating of the subject will be carried out through pupil interviews or questionnaires each half-term. This feedback from pupils is important in the continuing development of the curriculum, as it will inform teachers of areas of pupil need. The subject should be viewed as flexible and continually evolving, in order to best meet the needs of the children.

PARENTS AND CARERS RIGHT TO WITHDRAW YOUR CHILD FROM HEALTH EDUCATION

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from any Health Education that is not a compulsory part of the curriculum, until three terms before the child's sixteenth birthday.

Health Education materials will be available for Year 5 parents to view. Parents will also be able to see the planned programme and ask questions about it prior to its delivery and may ask for issues to be included or removed. The school recommends that, where possible, children are not withdrawn from these lessons as content does not go beyond the compulsory curriculum. This helps to avoid any social and emotional effects of being excluded, as well as to reduce the likelihood of children hearing about the content of the lessons second-hand from their peers rather than from a teacher. However, these effects can be mitigated if a parent proposes to deliver health education at home instead, and the wishes of the parent will ultimately be respected by the school.

We appreciate that for some parents that although statutory, they may wish their child to be exempt from these lessons. As part of the information sharing, a permission form will be included for parents. Whilst the school will not teach beyond the statutory curriculum and expectations, the school will signpost parents and work in partnership with you, should you wish your child to be taught any other aspects outside the expected provision.

ACCESSIBILITY OF CONTENT FOR ALL PUPILS, INCLUDING THOSE WITH SPECIAL EDUCATIONAL NEEDS

Relationships Education will be made accessible to all pupils, including those with SEND, through quality teaching and supported by extra one-to-one support where necessary. Vocabulary will be clearly explained with visuals and examples and the content will be delivered in such a way that all children can relate to scenarios and situations being discussed. Drama and role play will also play a part in lessons, enabling children to put themselves into situations and rehearse how they would respond or act. This is a useful tool for all children, as it gives them the opportunity to consider how they would deal with a variety of situations and allows them to see other children modelling their own coping strategies.

COMPUTING CURRICULUM

Children will be taught about online safety as part of the ICT and PSHE Curriculum. The internet and social media are important resources for learning and gathering information at school, we reinforce from Early Years through to Year 6 the importance of keeping safe online; pupils are taught about how to seek help if they have any concerns, the importance of telling an adult if they are uncomfortable about anything they see online, including cyber-bullying, and the importance of having security software installed on their devices.

ANSWERING DIFFICULT QUESTIONS

Questions asked by children do not have to be answered directly and can be addressed individually later. We believe that individual teachers must use their skill and discretion in these situations and refer to the leadership team if they are concerned. Where a teacher believes that the answer to a question is not appropriate for the whole class, they will work in partnership with parents to agree next steps.

CONFIDENTIALITY

As a general rule child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or at danger, she/he is to talk to the designated safeguarding lead who will make a decision if any action is to be taken.

APPENDIX 1: CURRICULUM TOPIC OVERVIEW 2023/2024

Relationships, Health and Wider World Education

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y E A R 1	<p>"What groups and communities do we belong to and what is the purpose of rules?"</p> <p><u>Class rules</u> Children will discuss class rules together with their peers and their teacher. We will talk about ways we can look after each other and keep each other safe.</p> <p><u>Groups and communities</u> Children will discuss the groups and communities they belong to and discuss how these might differ or be the same.</p>	<p>"What is the same and different about us?"</p> <p><u>All about us</u> Children will discuss the similarities and differences between themselves and others. They will identify what makes them unique.</p> <p><u>Setting Goals</u> Children will consider their strengths and weaknesses. They will recognise what they are good at and will understand how to set simple targets.</p> <p><u>Dealing with change or loss</u> We will talk about how change is part of everyone's lives. Children will discuss change or loss they have encountered. They will talk about how it made them feel and discuss ways in which to cope with their emotions.</p>	<p>"What helps us stay healthy?"</p> <p><u>Healthy Diet</u> Children will learn the importance of a healthy diet and what constitutes a healthy meal.</p> <p><u>Physical Health</u> Children will discuss the importance of physical activity, sleep and rest as part of a healthy lifestyle.</p> <p><u>Hygiene</u> We will discuss the way in which bacteria and germs can spread and how good hygiene can prevent us from being ill. We will highlight the importance of hand washing, and teach the children the most effective way to wash our hands.</p> <p><u>Medicine</u> Children will reflect on the role of medicines in helping us recover from illness but they will understand that certain medicines can make us unwell if not used correctly.</p>	<p>"What can we do with money?"</p> <p><u>How do we get it?</u> Children will consider where money comes from.</p> <p><u>How do we manage it?</u> We will discuss how money is kept and about how we manage it.</p> <p><u>What is it used for?</u> Children will identify what money is used for. We will discuss the differences between 'wants' and 'needs' and consider things that money is crucial for.</p>	<p>"Who helps to keep us safe?"</p> <p><u>Jobs</u> Children will discuss the jobs of those closest to them, and talk about their role in our community. We will discuss the roles of people who keep us safe.</p> <p><u>Emergencies</u> We will talk about the roles of people who work in the emergency services and how to get their help. Children will understand how and when to ask for assistance should they feel unsafe or hurt.</p>	<p>"How can we look after each other and the world?"</p> <p><u>Our Impact</u> Children will consider the impact of their actions on those around them, and the wider effects of choices they make.</p> <p><u>Caring</u> Children will be encouraged to think about how they can care for animals and the environment they live in</p>

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y E A R 2	<p>"What makes a good friend?"</p> <p><u>Healthy friendships</u> Children will consider the characteristics of a healthy friendship. They will understand how to manage conflict and seek help if they need it. They will understand that there are ways we are similar and different from our peers and that everyone is unique.</p> <p><u>Feelings</u> We will discuss how our actions and words may hurt someone's feelings and children will be encouraged to judge what behaviour is appropriate and inappropriate within our friendships and relationships with others.</p> <p><u>Asking for help</u> Children will understand that help and advice is always available should they need it. We will signpost children to who they can talk to if they feel they need help.</p>	<p>"How do we recognise our feelings?"</p> <p><u>Range of feelings</u> Children will be encouraged to communicate their feelings to others, to recognise how others show feelings and will consider how to respond appropriately.</p> <p><u>Change and Loss</u> Children will understand that change and loss can cause us to feel different emotions. We will think about simple strategies to manage our feelings.</p> <p><u>Sharing</u> Children will understand they can share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>	<p>"What jobs do people do?"</p> <p><u>Jobs in our community</u> We will discuss the range of jobs in our community. Children will consider their role in looking after the local environment.</p> <p><u>Different strengths and interests</u> Children will recognise how we all have different strengths and interests. They will understand how we can set goals to achieve things we want or want to improve at.</p> <p><u>Money</u> Children will understand where money comes from, and what it is used for. They will understand how to keep money safe.</p>	<p>"What helps us to stay safe?"</p> <p><u>Rules</u> Children will consider the importance of rules and reflect on the rules that keep us safe in school and in our communities.</p> <p><u>Rights</u> We will be considering the rights of people and other living things and how we protect those rights.</p> <p><u>Online</u> Children will reflect on how to keep safe online. They will understand how to critically consider their online friendships and will understand the same principles of friendship apply to online relationships. They will reflect on how people might sometimes behave differently online, including pretending to be someone they are not.</p> <p><u>Internet Safety</u> We will discuss with children the rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report it. They will understand how information and data is shared online.</p>	<p>"What can help us grow and stay healthy?"</p> <p><u>Growing</u> Children will consider how we grow and become more independent. We will discuss the role of a healthy lifestyle and the characteristics of a good diet in terms of helping us grow and maintain our health.</p> <p><u>Hygiene</u> We will discuss basic personal hygiene routines and why these are important.</p> <p><u>Medicine</u> Children will consider when medicine can be helpful, and when it can be harmful if not used correctly. We will discuss what other household products could be harmful to our health if not properly used.</p>	<p>"What do we know about our bodies?"</p> <p><u>Parts of the Body</u> Children will learn and know the names of the main parts of the body (including external genitalia) and to know the bodily similarities and differences between boys and girls.</p> <p><u>Physical Contact</u> We will discuss appropriate and inappropriate physical contact. Children will consider how to respond to uncomfortable or unacceptable physical contact and who to talk to. Children will learn to respect their own and other's bodies</p>

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y E A R 3	<p>'How can we be a good friend?'</p> <p><u>Importance of friendship</u> Children will consider the value in healthy and positive relationships. They will be encouraged to consider when a relationship is making them feel unhappy or unsafe and where to ask for help.</p> <p><u>Online relationships</u> We will discuss how the same principles apply to online relationships as face-to-face relationships and the importance of respect, even when we may be anonymous. Children will think about what sort of boundaries are appropriate in friendships, including in the digital context.</p>	<p>'What keeps us safe?'</p> <p><u>Keeping safe at home & school</u> Children will understand their responsibilities, rights and duties.</p> <p><u>Rules and the law</u> We will discuss the rules and laws that keep people safe, both in school and in our community.</p> <p><u>Antisocial behaviour</u> Children will understand what anti-social behaviour is and how it can affect people.</p> <p><u>Age restrictions</u> Children will understand why social <u>media</u>, some computer games and online gaming is age restricted. They will know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>'What are families like?'</p> <p><u>Different Families</u> Children will understand that families can look different. We will consider single parents, same sex parents, step-parents, blended families, foster and adoptive parents. We will discuss features of a positive family life and how care is demonstrated in families.</p> <p><u>Marriage</u> Children will know that marriage (can be same sex) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p><u>Change and loss</u> Children will consider the kinds of change that happen in life and the feelings associated with this. Children will recognise that throughout the course of their lives, they too, will change and can set personal targets in order to affect change.</p>	<p>'What makes a community?'</p> <p><u>Communities</u> Children will consider the groups and communities they belong to.</p> <p><u>Values and Customs</u> Children will understand that people across the world have different values and customs.</p> <p><u>Similarities and differences</u> Children will appreciate that everybody is unique. They will know that there are ways in which we are the same as other people.</p> <p><u>Our Environment</u> We will discuss the sustainability of the environment across the world and the children will consider how they can play a part in protecting it.</p> <p><u>Money</u> Children will understand that money forms a vital part of life. They will understand what is meant by 'interest' and 'loan'.</p>	<p>'Why should we keep active and sleep well?'</p> <p><u>Healthy Eating</u> Children will understand what constitutes a healthy diet, including understanding calories and other nutritional content. They will understand the characteristics and risks of a poor diet.</p> <p><u>Health and Prevention</u> Children will understand the importance of sleep, dental health and simple hygiene routines. They will understand what is meant by a habit and will consider what drugs are common in everyday life (medicines, caffeine, alcohol and tobacco).</p> <p><u>Physical Health and fitness</u> We will discuss the importance of an active lifestyle and consider the positive impact of building regular exercise into daily and weekly routines. Children will understand how and when to seek support if they are worried about their health.</p> <p><u>Balance</u> Children will understand the importance of striking a balance, particularly between online and offline life</p>	<p>'How can we manage risk in different places?'</p> <p><u>Assessing Risk in different situations</u> Children will understand how to manage risk in familiar situations (water, fire, sun, sea).</p> <p><u>Influence of Peers</u> Children will understand the notion of 'peer pressure' and will be tooled with strategies to resist putting themselves in unsafe situations in order to please others.</p> <p><u>Staying safe online</u> We will discuss the risks of being online. Children will know that sometimes people behave differently online. They will know that the images in the media do not necessarily reflect reality. They will understand how information and data is shared and used online.</p>

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y E A R 4	<p>'What strengths, skills and interests do we have?'</p> <p><u>Self-Worth</u> Children will know the importance of self-respect and how this links to their own happiness.</p> <p><u>Social Media</u> We will discuss why social <u>media</u>, some computer games and online games are age restricted. Children will know that the internet can be a negative place where online abuse, trolling and bullying can take place, which can have an impact on mental health.</p> <p><u>Media Images</u> Children will know that images in the media do not necessarily reflect reality and will be tooled with ways in which to manage their consumption of these.</p>	<p>'Why should we eat well and look after our health?'</p> <p><u>Physical health and fitness</u> Children understand the mental and physical benefits of an active lifestyle. They will be aware of the risks associated with an inactive lifestyle and they will understand what is meant by a habit.</p> <p><u>Healthy eating</u> We will discuss what constitutes a healthy diet and children will know the characteristics of a poor diet and the risks associated with that.</p> <p><u>Health and prevention</u> Children will begin to recognise the early signs of physical illness. They will learn the facts and science relating to allergies, immunisation and vaccination. We will consider how simple hygiene routines can prevent the spread of bacteria and viruses. Children will be aware of drugs that are common in everyday life and are aware of how to get help in an emergency.</p>	<p>'How can we manage our feelings?'</p> <p><u>Range of emotions</u> Children will understand that they may experience conflicting emotions. They will learn when they might need to listen to their emotions and will be tooled with strategies to overcome them. They will understand that emotions, in particular, may be heightened throughout puberty.</p> <p><u>Negative Pressure</u> We will discuss the kinds of negative pressure children may feel and how they can manage it.</p> <p><u>Change</u> Children will understand that they will experience different kinds of change in life. They will be aware of the feelings associated with change and how they can manage these.</p>	<p>'How do we treat others with respect?'</p> <p><u>Relationships</u> Children will recognise that friendships and relationships should be respectful. They will understand that the principles of online relationships should be the same as face-to-face relationships, but will acknowledge that people sometimes behave differently online. Children should be able to critically consider their friendships, including an awareness of the risks associated with people they have never met.</p> <p><u>Rights, responsibilities and duties</u> Children will recognise that they have responsibilities, rights and duties. They will understand that people can disagree but will be tooled with strategies to resolve differences in an amicable manner.</p> <p><u>Similarities and Differences</u> Children will be prompted to notice that everybody is unique. They will consider what it means to be part of a community and about differing values and customs around the world.</p>	<p>'How can our choices make a difference to our lives, the lives of others and the environment?'</p> <p><u>Sustainability</u> We will discuss the impact of our actions on others and the environment. We will consider the sustainability of the environment across the world and think about ways in which we can help. They will understand what it means to be 'enterprising'.</p> <p><u>Money</u> Children will consider where money comes from and what it is for. They will understand what is meant by 'interest' and 'loan'.</p> <p><u>Personal targets</u> Children will understand that they can set personal targets for the future and consider steps in order to achieve them.</p>	<p>'What do we know about puberty, reproduction, gender identities and relationships?'</p> <p><u>Reproduction</u> Children will learn about human reproduction.</p> <p><u>Puberty</u> They will learn how their body will, and emotions may change as they approach and move through puberty.</p> <p><u>Civil partnership and marriage</u> Children will recognise that civil partnerships and marriage are examples of stable, loving relationships and a demonstration of the commitment between two people who love and care for each other.</p> <p><u>Sex, gender and sexual orientation</u> We will discuss the difference between sex, gender identity and sexual orientation.</p>

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y E A R 5	<p>"What makes up a person's identity?"</p> <p>Stereotypes Children will consider what a stereotype is and how stereotypes can be unfair, negative or destructive.</p> <p>Self-respect and respecting identities We will discuss the importance of self-respect and how this links with our happiness. We will consider how we should respect other people's identities, even if they differ from our own.</p> <p>Personal Goals and Aspirations Children will consider different ways of achieving goals and having high aspiration, how to set goals and meet them effectively.</p> <p>Social Media We will talk about how social media can be harmful, we will consider why there are age restrictions on these platforms, as well as online gaming platforms too.</p> <p>Values and customs Children will be encouraged to consider the lives, values and customs of people living in other places and reflect on how these are similar or different to their own lives.</p> <p>Human rights – Rights of the child We will discuss the importance of human rights (and the Rights of the child) and about the UN declaration on the rights of the child.</p>	<p>"How can we responsibly manage new situations?"</p> <p>Emotions Children will be able to describe the range and intensity of their feelings and will be tooled with strategies to manage conflicting or complex emotions. Children will recognise that change and transition can feel uncomfortable. We will relate this to the process of grieving and bereavement.</p> <p>Responsibility and independence We will talk about our communities and the responsibilities, rights and duties of the individuals within them. We will consider the law and think about resolving conflicts. Children will appreciate a range of national, regional, religious and ethnic identities of people living in the UK.</p> <p>Being Responsible online Children will be encouraged to think about the way people, including themselves, might behave online. They will be asked to critically consider their online friendships and will learn how information and data is shared online.</p> <p>Sustainability We will discuss the changing world we live in and talk about our responsibility to the planet too.</p>	<p>"What jobs would we like?"</p> <p>Jobs Children will consider different job roles, they will look at jobs in the community.</p> <p>Finance We will discuss how finance plays an important part in our lives. Children will consider the idea of the 'consumer' and discuss how to be a critical consumer.</p> <p>Tax, Interest, Loans and Debt Children will learn what is meant by 'interest', 'loan', 'debt' and 'tax'. They will understand the importance of managing money.</p> <p>Enterprise We will consider what it takes to set up an enterprise and what enterprise means for work and society.</p> <p>The Law Children will also be asked to consider how laws and rules are made. We will consider what anti-social behaviour is and how it can affect people.</p>	<p>"How can friends communicate safely?"</p> <p>Online safety Children will understand what it means to be safe online. They will understand how to recognise risks, harmful content and contact and how to report it.</p> <p>Mobile Phones We will teach children how to keep safe and well when using a mobile phone.</p> <p>Information Children will understand how information online is presented. They will understand that information from search engines is ranked, selected and targeted,</p>	<p>"How can drugs common to everyday life affect health?"</p> <p>Physical health and fitness Children will understand the mental and physical benefits of an active lifestyle. They will realise the importance of regular exercise and the risks of an inactive lifestyle. They will understand how and when to seek support if they are worried about their health.</p> <p>Healthy eating We will consider the importance of a healthy life style. Children will understand the characteristics a healthy meal. They will know how the spread of infection can be prevented.</p> <p>Health and prevention Children will know about safe and unsafe sun exposure. They will learn about viruses, bacteria and germs and recognise the importance of good hygiene.</p> <p>Legal and illegal drugs We will talk about habits and about some of the risks and effects of legal and illegal substances. This will include medicines, alcohol and tobacco.</p>	<p>"How can we help in an accident or an emergency?"</p> <p>First Aid Children will learn and understand concepts of basic first-aid. They will learn how to deal with common injuries, including head injuries. They will learn the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.</p>

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Y E A R 6	<p>"Why is our health important and how do we maintain good health?"</p> <p>Physical health and fitness Children will consider the importance of exercise and the benefits of an active lifestyle. They will understand the risks associated with inactivity. We will consider how and when to seek support if the children are worried about their health.</p> <p>Healthy eating We will discuss what constitutes a healthy diet, and understand the risks associated with unhealthy eating. Children will consider or the spread of infection can be prevented.</p> <p>Drugs, alcohol and tobacco Children will learn the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p>	<p>"What is respect and how do we show it?"</p> <p>Self-respect We will look into ways in which self-respect links to our own happiness. Children will consider the benefits of having high aspirations for themselves and celebrating personal goals.</p> <p>Respecting others Children will continue to understand the importance of respecting others, including those in positions of particular authority. We will consider the lives, values and customs of people living in the UK and in other places in the world and will teach children that we can disagree with others, whilst still demonstrating a level of respect.</p> <p>Respect online We will encourage children to consider how online relationships and interactions may differ from face-to-face contact. Children will understand the importance of respect for others online including when they are anonymous.</p>	<p>"How can we keep ourselves safe online?"</p> <p>Keeping safe online Children will be encouraged to consider the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them. They will understand that people sometimes behave differently online and may pretend to be someone they are not. Children will be able to critically consider their online friendships and will understand how information and data is shared and used.</p> <p>Social Media We will discuss why social media and computer games are age restricted. Children will understand that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place. They will consider how images in the media can distort reality. We will teach the children how to keep safe and well when using a mobile phone.</p>	<p>"What do we know about the world we live in?"</p> <p>The law Children will understand the significance of the law, and we will discuss how to respond to anti-social and aggressive behaviours. We will discuss anti-social behaviour and how to handle, challenge or respond to anti-social or aggressive behaviour. Children will consider what it means to be part of a community and appreciate the range of national, regional, religious and ethnic identities of people living in the UK. They will learn about the lives, values and customs of people living in other places.</p> <p>Money We will consider what is meant by the terms interest, loan, debt and tax. Children will understand the importance of looking after money and how they can be critical consumers. We will also think about the notion of 'enterprise' and what this means for work and society.</p> <p>Human Rights As well as understanding the importance of the law, children will also consider the importance of human rights and the rights of the child.</p>	<p>"What can different relationships look like?"</p> <p>Marriage/Civil Partnerships Children will understand that civil partnerships and marriage are examples of stable, loving relationships. They will learn that forcing anyone to marry is a crime. We will look into the differences between sex, gender identity and sexual orientation.</p> <p>Healthy relationships We will encourage the children to be aware of the different types of relationships. We will consider what forms a healthy relationship and teach the children to recognise an unhealthy relationship, and who to talk to if they need support.</p>	<p>"How do we change as we grow?"</p> <p>Puberty Children will learn how their body will, and emotions may, change as they approach and move through puberty. We will teach the children how to take care of their body and they will understand the right to protect their body.</p> <p>Changing adolescent body Children will understand key facts about puberty, about menstrual wellbeing, including key facts about the menstrual cycle.</p> <p>Secrets and confidentiality We will be looking at the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to break confidence or share a secret.</p>