



## Relationships & Sex Education (RSE) Policy

**Date approved:** March 2025

**Date of Next Review:** March 2027



### **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.

This policy applies to Crown Wood Primary School and all governors and staff of the school must abide by this policy, which has been adopted in accordance with and pursuant to the Curriculum Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the CEO and/or Board of Trustees.

This policy is subject to the GLT Curriculum Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict, then the GLT Curriculum Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the CEO should be consulted.

## **Statutory requirements**

- Crown Wood Primary School is required to provide a curriculum that is broad and balanced in accordance with Section 78 of the Education Act 2002.
- Crown Wood Primary School must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. In teaching relationships education, the school is required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996, Published 25 June 2019.

## **Policy aims**

- By providing comprehensive relationships education, Crown Wood Primary School is not encouraging pupils to become sexually active at a young age.
- The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.
- Through the provision outlined in this policy, we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.
- We seek to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.
- We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

## **Roles and responsibilities School staff**

- The school provides regular professional development training in how to deliver relationships education so that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If a teacher does not feel confident leading such discussions then that is likely to be reflected by the pupils, and their learning will be compromised.
- This includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching relationships education is so important.
- There are certain members of the school leadership team, such as the Deputy Headteacher (Teaching, Learning & Assessment), who will hold more responsibility for ensuring that the school's relationships education provision is relevant to our pupils and is effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

## **Senior leaders will:**

- Develop this school policy and review it every two years. This policy is developed in consultation with school parents / carers, pupils and staff to ensure that it meets the needs of the whole school community. This includes:
  - Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
  - Parent/stakeholder consultation – parents and any interested parties are invited to attend a meeting about the policy
  - Pupil consultation – we investigate what pupils want from their relationships and sex education.

- Once amendments are made, the policy is shared with governors and approved.
- Ensure that all staff are given regular and ongoing training on issues relating to relationships education and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to relationships education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of relationships and sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.
- Ensure that relationships education is age- relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding relationships education to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the Relationships Education Curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced relationships education in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for relationships education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of relationships education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.
- Ensure that SRE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of relationships education.

#### All staff will:

- Ensure that they are up to date with school policy and curriculum requirements regarding relationships education. If a member of staff feels that any areas are not covered or inadequately provided for they should report that to the PSHE Leader.
- Attend and engage in professional development training around relationships education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. Any potential safeguarding concerns must be referred to the DSL through the online reporting mechanism (MyConcern).
- Provide regular feedback to their managers on their experience of teaching relationships education and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced relationships education in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If a member of staff needs support in this area they should speak to the PSHE Leader.

#### Pupils

- Pupils are expected to attend relationships education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.
- Pupils should support one another with issues that arise through relationships education. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality

rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

- Pupils should feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships education or otherwise.
- Conversations of this nature between staff and pupils will be held in confidence; however staff may must take concerns to the DSL using the online referral system (My Concern) if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.
- Pupils will be asked for feedback on the school's relationships education provision annually, by the PSHE Leader. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school seeks to provide pupils with the education they need on topics they want to learn about.

### Parents/carers

- The school expects parents/carers to share the responsibility relationships education and support their children's personal, social and emotional development.
- We encourage parents/carers to create an open home environment where their children can engage, discuss and continue to learn about matters that have been raised through the school's relationships education. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

### **Implementation, delivery and curriculum**

- It is important that the school's relationships education policy is implemented consistently and effectively throughout the school. Teachers are encouraged to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.
- Relationships and sex education is delivered through personal, social, health and economic education (PSHE), as part of the science curriculum and the topics covered at each Key Stage (see Appendix 1).
- Through this aspect of our curriculum, we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding relationships. It is important that pupils know the difference between fact, opinion and belief.
- 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, LGBTQ+ 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).

### Guest speakers

- Guest speakers may be invited into school to talk on issues related to relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and required to comply with the guidelines outlined within it.

### Terminology

- Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

## Dealing with difficult questions

- Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHE Leader.
- Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:
- An anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified.
- Making the classroom a cone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about relationships.

## Pupils with special educational needs

- The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to relationships education.
- The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:
  - interactive teaching methods e.g. contraceptive card game.
  - use of expert guest speakers.
  - practical activities.
  - using DVDs or video.
  - group and paired activities.

## **Withdrawal from relationships education**

- The school aims to keep parents/carers informed about all aspects of relationships education curriculum and urges parents/carers to read this policy. Parents/carers can request access to resources and information being used in class, and the school will do everything it can to ensure that parents/carers are comfortable with the education provided to their children in school.
- Parents do not have the right to withdraw their children from relationships education.
- Parents have the right to withdraw their children from the teaching of sex education other than that delivered through the science curriculum and Headteachers will automatically grant a request to do so.

## **Complaints**

- Parents/carers who have complaints or concerns regarding the relationships education curriculum should contact the school and follow the school's complaints procedure.

## **Equal opportunities**

- Relationships education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt

with swiftly and seriously, in the same way as bullying of any kind - the procedures regarding this are outlined in the school's behaviour policy.

### **Safeguarding and confidentiality**

- The school seeks to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.
- It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to a reference in accordance with the school's child protection and safeguarding procedure.
- Personal information about pupils who have approached a teacher for discussion should only be shared where there is a concern through the online referral system with the DSL. If there is a child protection concern, the information must be handled as outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.
- If a member of staff is informed that a pupil is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures and must be referred to the DSL immediately using the school referral system.
- Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from Deputy Headteacher / SENCO to decide what is in the best interest of the child.

### **Monitoring, review and evaluation**

- The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide relationships education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason we review the relationships education curriculum every two years, and will inform parents/carers of any revisions to this policy or [relationships education / relationships and sex education] curriculum.
- We will monitor the effectiveness of our relationships education provision through:
  - yearly feedback from pupils
  - yearly feedback from parents/carers
  - feedback from staff
  - classroom observations
- The school will review this policy every three years, evaluating its effectiveness by taking into account feedback from pupils, staff and parents/carers, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

### **Support**

- Pupils should feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationships education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

## Appendix 1: Relationships & Sex Education (RSE) – Yearly Overview

Class	NC / EYFS Themes	SRE Themes	Outcomes
EYFS	Physical Development Health and self-care Personal, Social and Emotional Development	N/A	<ul style="list-style-type: none"> <li>To consider the routines and patterns of a typical day</li> <li>Understand some areas in which the children can look after themselves e.g. dressing and undressing</li> <li>To understand why hygiene is important</li> <li>Explain why it is important to keep clean</li> <li>Understand some basic hygiene routines</li> <li>To recognise that all families are different</li> <li>Identify different members of the family</li> <li>Understand how members of a family can help each other</li> </ul>
Year 1	PSHE: Personal hygiene; growing from young to old and how people's needs change; names for the main parts of the body; family relationships, different family groups and friendship; co-operation with others in work and play; recognise the range of human emotions and ways to deal with them.	Growing and caring for ourselves	<ul style="list-style-type: none"> <li>To understand some basic hygiene principles</li> <li>Know how to keep clean and look after oneself</li> <li>To introduce the concept of growing and changing</li> <li>Understand that babies become children and then adults</li> <li>Know the differences between boy and girl babies</li> <li>To explore different types of families and who to ask for help</li> <li>Know there are different types of families</li> <li>Know which people we can ask for help</li> </ul>
Year 2	RE: Rituals and traditions associated with birth, marriage, death, and talk about the emotions involved.  Science: Life cycles of some animals / plants; the idea of growing from young to old; learn that all living things reproduce.	Differences	<ul style="list-style-type: none"> <li>To introduce the concept of male and female and gender stereotypes</li> <li>To identify differences between males and females</li> <li>Understand that some people have fixed ideas about what boys and girls can do</li> <li>Describe the difference between male and female babies</li> <li>To focus on sexual difference and name body parts</li> <li>Describe the physical differences between males and females</li> <li>Name the male and female body parts</li> <li>To explore some of the differences between males and females and to understand how this is part of the lifecycle</li> <li>Describe some differences between male and female animals</li> <li>Understand that making a new life needs a male and a female</li> </ul>

<p><b>Year 3</b></p>	<p>PSHE: Personal hygiene; the process of growing from young to old and how people’s needs change; the names for the main parts of the body; the similarities and differences between boys and girls; relationships within a family, between friends and the community; different patterns of friendship; different communities; respecting, supporting and working with others; understand what physical contact is acceptable or unacceptable and how to respond</p>	<p>Valuing difference and keeping safe</p>	<ul style="list-style-type: none"> <li>• To explore the differences between males and females and to name the body parts</li> <li>• Know some differences and similarities between males and females</li> <li>• Name male and female body parts using agreed words</li> <li>• To consider touch and to know that a person has the right to say what they like and dislike</li> <li>• Identify different types of touch that people like and do not like</li> <li>• Understand personal space</li> <li>• Talk about ways of dealing with unwanted touch</li> <li>• To explore different types of families and who to go to for help and support</li> <li>• Understand that all families are different and have different family members</li> <li>• Identify who to go to for help and support</li> </ul>
<p><b>Year 4</b></p>	<p>Science: Basic human biology (eyes, ears, teeth, heart, bones and muscles and how to look after them); notice that animals, including humans, have off-spring which grow into adults</p>	<p>Growing up</p>	<ul style="list-style-type: none"> <li>• To explore the human lifecycle</li> <li>• Describe the main stages of the human lifecycle</li> <li>• Describe the body changes that happen when a child grows up</li> <li>• To explore how puberty is linked to reproduction</li> <li>• Know about the physical and emotional changes that happen in puberty</li> <li>• Understand that children change into adults so that they are able to reproduce</li> <li>• To identify some basic facts about puberty</li> <li>• Discuss male and female body parts using agreed words</li> <li>• Know some of the changes which happen to the body during puberty</li> </ul>

<p><b>Year 5</b></p>	<p>PSHE: develop skills needed to form relationships and to respect other people’s emotions and feelings; consider how to make simple choices and exercise some basic techniques for resisting pressures; how their body will, and emotions may, change as they approach and move through puberty; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p>	<p>Puberty</p>	<ul style="list-style-type: none"> <li>• To explore the emotional and physical changes occurring in puberty</li> <li>• Explain the main physical and emotional changes that happen during puberty</li> <li>• Ask questions about puberty with confidence</li> <li>• To understand male and female puberty changes in more detail</li> <li>• Understand how puberty affects the reproductive organs</li> <li>• Describe how to manage physical and emotional changes</li> <li>• To explore the impact of puberty on the body &amp; the importance of hygiene</li> <li>• To explore ways to get support during puberty</li> <li>• Explain how to keep clean during puberty</li> <li>• Explain how emotions change during puberty</li> <li>• Know how to get support and help during puberty</li> </ul>
<p><b>Year 6</b></p>	<p>Science: More detailed human biology (e.g. major organs, staying healthy); puberty; the changes as humans develop to old age</p>	<p>Puberty, relationships and reproduction</p>	<ul style="list-style-type: none"> <li>• To consider puberty and reproduction</li> <li>• Describe how and why the body changes during puberty in preparation for reproduction</li> <li>• Talk about puberty and reproduction with confidence</li> <li>• To explore positive and negative ways of communicating in a relationship</li> <li>• To have considered when it is appropriate to share personal/private information in a relationship</li> <li>• To know how and where to get support if an online relationship goes wrong</li> <li>• Consider physical &amp; emotional behaviour in relationships</li> <li>• Discuss different types of adult relationships with confidence</li> <li>• Know what form of touching is appropriate</li> <li>• To explore the process of conception and pregnancy</li> <li>• Describe the decisions that have to be made before having a baby</li> <li>• Know some basic facts about pregnancy and conception</li> </ul>

## Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Goal-setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>	<ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the learning charter</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying and overcoming obstacles</li> <li>Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/ safety with household items</li> <li>Road safety</li> <li>Linking health and happiness</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Linking growing and learning</li> <li>Coping with change</li> <li>Transition</li> </ul>
<b>Ages 6-7</b>	<ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Making new friends</li> <li>Diversity</li> <li>Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Perseverance</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group co-operation</li> <li>Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>Motivation</li> <li>Healthier choices</li> <li>Relaxation</li> <li>Healthy eating and nutrition</li> <li>Healthier snacks and sharing food</li> </ul>	<ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol and vaping</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting and Falling Out</li> <li>Girlfriends and Boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Planning the year ahead</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Materials wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking including vaping</li> <li>Alcohol and vaping</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARRT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body-image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>