



Document Title	Relationships and Sex Education Policy Part 1: Relationships Education Part 2: Sex Education
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## Part I – Relationships Education

### Rationale

InMAT schools believe that our Relationships Education curriculum ethos will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. We are preparing children for life in modern Britain, developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

### Definition

Relationship Education became compulsory in all primary schools from September 2020. DfE guidance (2025) states that primary schools must “put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts including online.” At InMAT our policy helps to “foster pupil wellbeing and develop resilience and character”, alongside the Trust values of: Inclusion, Integrity, Initiative, Inspiration and Involvement.

### Aims

The aims of Relationships Education in our schools is to:

- Develop skills and attitudes in our pupils that will enable them to participate fully and contribute positively whilst thriving in modern Britain.
- “To put in place the building blocks needed for positive and safe relationships of all kinds.” (DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education: FAQs)
- Ensure that pupils understand Britain is a country rich in diversity and difference. Individual characteristics make people unique; everyone has differences, and everyone is welcome in our schools.
- Provide clear information to parents and carers about the Relationships Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.
- Enable pupils to reflect on their own experiences, considering how they are developing character, both personally and socially. Teach co-operation skills so that pupils behave with integrity, feeling confident about their emerging selves and how they can contribute to school and to society.
- Enable children to reflect on their own mental health and consider how their actions affect the mental health of others.
- Ensure all students receive the support and respect they need as they move through the school and provide the skills to show empathy and support to peers if and when it is needed. The DfE guidance states, “Teachers should always seek to treat individual students with sympathy and support.”

- Develop an understanding of the protected characteristics listed in the Equality Act 2010 and gain a historical perspective of how equality and freedoms have been won over time and should not be taken for granted.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

We have reviewed this policy in consultation with parents/carers and have taken into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner.

### **Teaching of Relationship Education**

Relationship Education is delivered by class teachers through lessons in each year group and through Personal Social Health Economic Education (PSHE) sessions. It is also delivered through assemblies where children discuss images taken from current news stories and relate those stories to their own lives while exploring and considering the lives of others.

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

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

At Standens Barn Primary school, we follow the Scarf programme for PSHE, which fully complies with the DfE requirements as outlined from September 2022. Please visit <https://www.coramlifeeducation.org.uk/family-scarf> to support your child's learning at home.

Standens Barn Primary School provides a variety of opportunities to learn, understand and discuss those areas above both within the curriculum and the general school ethos of BEST. Examples of this include:

- Class teachers and support staff encouraging the children to share and discuss worries and feelings and providing opportunities for this to happen.
- Protective behaviours- undertaken annually throughout the school and repeated in each year group following the given curriculum
- PSHE and RSE curriculum incorporating lessons from SCARF and Pacesetters well-being programme in designated year groups
- PSHE and RSE curriculum incorporating lessons from No Outsiders- progressive curriculum plans emphasising 'All different but all welcome'
- Assemblies- themed and related to BEST and issues that are contextual to local area, nationwide or worldwide.
- Visitors and external agencies offering experiences or learning opportunities in relation to specific issues such as NCC online safety officer.

For more information about our curriculum, see our curriculum overview in Appendix 3.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### **Roles and responsibilities**

The Board of Trustees will approve the RSE policy, and CEO and School Improvement Leads will hold the headteacher to account for its implementation.

### **The right to withdraw**

Children may not be withdrawn from Relationship Education lessons. There is no reference to sex or reproduction in Relationship Education lessons. Parents have the opportunity to view any new materials being used to teach Relationships Education as and when they are introduced.

### **Resources**

Each InMAT school will appoint a PSHE lead to oversee Relationship Education. The PSHE lead will support and provide resources for each school.

## **PART 2 – Sex Education**

### **Rationale**

At InMAT we place Sex Education firmly within our PSHE curriculum. We believe passionately that our PSHE curriculum will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. Personal development lies at the cornerstone of our InMAT ethos; we are preparing children for life in modern Britain. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

### **Definition**

Sex Education is about physical, moral and emotional development. It is about the understanding of stable and loving relationships, respect, love and care. It involves children acquiring information and being informed about the physical and emotional changes that happen during puberty, forming positive values and attitudes in their family life. Central to this is the growth of self-esteem and taking responsibility for oneself and one's actions.

The word 'sex' is used in its widest form and focuses on differences in gender as well as sexual reproduction. As the children grow older our aim is to help them become aware of, and understand the changes their bodies are starting to make as well as the emotional changes that they may start to feel.

### **Aims**

Our aims in Sex Education are to:

- Teach children the appropriate language to talk about themselves and their bodies and to be able to make informed choices about their bodies when they grow older.
- Inform children about the human reproductive cycle at an age appropriate time.
- Enable pupils to understand and manage their own feelings and emotions as they experience adolescence.
- Promote attitudes of self-respect in our pupils and respect for others.
- Provide channels for our pupils to feel able to communicate their needs and be able to ask for help in an atmosphere where questions relating to sex and relationships can be asked and answered
- Teach pupils about peer pressure and to have the confidence and skills to deal with unwanted pressure; understand that some parts of the body are private and what to do if someone is making you feel uncomfortable.
- Provide children with understanding about personal hygiene and germs, including bacteria, viruses, how they are spread and the importance of keeping our bodies clean.
- Enable children to make sense of the messages that they receive about relationships and growing up from the world around them.
- To enable pupils to differentiate between appropriate / inappropriate behaviour in relationships.
- Provide clear information to parents and carers about the Sex Education and Health Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.
- We will provide opportunities for parents and carers to air their views about our curriculum and we will consider all views given.

### **Teaching**

Sex Education and Health Education, is part of the PSHE curriculum, and is delivered by class teachers.

Although there are not specific Sex Education and Health lessons in Key Stage 1, where children mention their body parts, staff will use the correct names.

### **Equality of Opportunity**

At INMAT we consider that all pupils and adults should have equal access to Sex and Health Education, regardless of gender, race, faith, age, disability, sexual orientation, gender identity.

### **The right to withdraw**

Parents / carers may withdraw their child from Sex Education and Health Lessons. Each school in the trust will inform parents / carers before the lessons are delivered. Parents will have the opportunity to view the lessons and resources in order to make an informed choice about the content before withdrawing their child.

### **Resources**

The PSHE lead in each school will provide lesson plans and resources for Sex Education and Health education.

### **Staff training**

The PSHE lead for the school will lead staff training to ensure all staff are confident in their contribution to the Sex Education and Health policy.

## Monitoring arrangements

The delivery of RSE is monitored by the Head Teacher through:

- Individual schools monitoring arrangements.
- Pupils' development in RSE. This is monitored by class teachers as part of our internal assessment systems.
- Local Academy Committee (LAC) members should monitor the delivery and impact of RSE.

This policy will be reviewed by INMAT every 2 years.

At every review, the policy will be approved by the Board of Trustees.

## Links with other policies

This Sex Education and Health Policy should be read in conjunction with:

This Policy takes its legal framework from the following legislation and statutory guidance:

- Relationships and education relationships and sex education [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

- Keeping children safe in education

[Keeping children safe in education 2025](#)

- Behaviour and discipline in schools

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

- Mental health and behaviour in schools <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

- The SEN Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- The Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance#:~:text=Equality%20Act%20provisions%20which%20came,work%2C%20education%2C%20associations%20and%20transport>

**Appendix I: By the end of primary school pupils should know:**

<p>Families and people who care about me</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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>

<p>Respectful relationships</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>
	<p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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> <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> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
<p>Online relationships</p>	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>
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**Appendix 2: Parent form – withdrawal from sex education within RSE**

To be completed by the parents			
Name of Child:		Class	
Name of Parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			

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Parent Signature	
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**To be completed by the school**

Agreed actions from discussion with parents	
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### Appendix 3: Our Curriculum Map for PSHE/SRE

Standens Barn Primary School - PSHE unit coverage						
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Keeping Safe	Me and my relationships	Valuing difference	Rights and responsibilities	Being my best	Growing and changes
Year 1	Keeping Safe	Me and my relationships	Valuing difference	Rights and responsibilities	Being my best	Growing and changes
Year 2	Keeping Safe	Me and my relationships	Valuing difference	Rights and responsibilities	Being my best	Growing and changes
Year 3	Keeping Safe	Me and my relationships	Valuing difference	Rights and responsibilities	Being my best	Growing and changes
Year 4	Keeping Safe	Me and my relationships	Valuing difference	Rights and responsibilities	Being my best	Growing and changes
Year 5	Keeping Safe	Me and my relationships	Valuing difference	Rights and responsibilities	Being my best	Growing and changes
Year 6	Keeping Safe	Me and my relationships	Valuing difference	Rights and responsibilities	Being my best	Growing and changes

PSHE Progression						
	Keeping Safe	Relationships	Valuing Difference	Rights and Responsibilities	Being my Best	Growing and Changes
<b>R</b>	<p><b>Life Cycles</b> <b>Girls and Boys</b></p> <p>I can name some things that can be dangerous inside and outside. I can tell you what is safe to play online and who to talk to if I feel worried. I can name the adults who keep me safe and when I might need their help.</p>	<p><b>Feelings</b> <b>Getting Help</b></p> <p>I can recognise and be sensitive to the differences of others. I can name people who help me and describe ways to help others. I can talk about feelings and what can cause them. I can tell you which trusted adults I can ask for help. I can help a friend if they are sad or worried.</p>	<p><b>Recognising and respecting difference</b> <b>Being kind and caring</b></p> <p>I can celebrate our differences. I can talk about my family life. I can listen and be polite to what others tell me about their lives. I can be kind, caring and helpful to others. I can show good listening</p>	<p><b>Taking Care</b> <b>Making Choices</b></p> <p>I can help my family. I can help to clean and tidy my home and classroom. I can tell you some ways to look after our world. I can be kind to friends and others. I can talk about looking after money.</p>	<p><b>Making Healthy Choices</b> <b>Being Persistent</b></p> <p>I can keep trying if the way I choose doesn't work. I can talk about the different types of feelings we have. I can have a go at something new. I can make my own healthy food choices. I can make healthy sleep and exercise choices.</p>	<p><b>Life Cycles</b> <b>Girls and Boys</b></p> <p>I can describe the life cycle of an animal. I can describe how a baby grows to an adult and what they might need. I can tell you some things about how babies are made. I can tell you the scientific names for my body parts. I can tell you the PANTS rule.</p>
<b>1</b>	<p><b>How our feelings can keep us safe</b> <b>Keeping healthy</b> <b>Medicine safety</b></p> <p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). I can give examples of how I keep myself healthy. I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p>	<p><b>Feelings</b> <b>Getting Help</b> <b>Classroom Rules</b></p> <p>I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings. I know when I need help and who to go to for help. I can tell you some different classroom rules.</p>	<p><b>Recognising, valuing and celebrating difference</b> <b>Developing Tolerance</b></p> <p>I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not.</p>	<p><b>Looking after things</b></p> <p>I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money.</p>	<p><b>Keeping Healthy</b> <b>Growth mindset</b></p> <p>I can name a few different ideas of what I can do if I find something difficult. I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p>	<p><b>Getting help</b> <b>Becoming independent</b> <b>Body parts</b></p> <p>I can identify an adult I can talk to at both home and school. If I need help. I can tell you some things I can do now that I couldn't do when I was a toddler. I can tell you what some of my body parts do.</p>
<b>2</b>	<p><b>Safe and unsafe secrets</b> <b>Appropriate touch</b> <b>Medicine safety</b></p> <p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. I can explain that they can be</p>	<p><b>Feelings/Self Regulation</b> <b>Being a good friend</b> <b>Bullying and Teasing</b> <b>Our school rules about bullying</b></p> <p>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together. I can give you lots of ideas about</p>	<p><b>Recognising, Valuing and Celebrating Difference.</b> <b>Being Kind and Caring</b></p> <p>I can say how I could help myself if I was being left out. I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.</p>	<p><b>Cooperation and Self Regulation</b></p> <p>I can give examples of when I've used some of these ideas to help me when I am not settled.</p>	<p><b>Looking after my body</b> <b>Growth Mindset</b></p> <p>I can name different parts of my body that are inside me and help to turn food into energy. I know what I need to get energy. I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p>	<p><b>Being Supportive</b> <b>Dealing with Loss</b> <b>Life Cycles</b></p> <p>I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger. I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). I can give examples of how to give feedback to someone.</p>

<b>3</b>	<p><b>Managing Risk</b> <b>Staying safe online</b> <b>Drugs and their risks</b></p> <p>I can say what I could do to make a situation less risky or not risky at all. I can say why medicines can be helpful or harmful. I can tell you a few things about Keeping my personal details safe online. I can explain why information I see online might not always be true.</p>	<p><b>Cooperation</b> <b>Friendships</b></p> <p>I can usually accept the views of others and understand that we don't always agree with each other. I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p>	<p><b>Recognising and respecting diversity</b> <b>Being respectful and tolerant</b></p> <p>I can give examples of different community groups and what is good about having different groups. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p><b>Skills we need to develop as we grow up</b> <b>Helping and being helped</b></p> <p>I can say some ways of checking whether something is a fact or just an opinion. I can say how I can help the people who help me, and how I can do this. I can give an example of this.</p>	<p><b>Keeping myself healthy</b> <b>Celebrating and developing my skills</b></p> <p>I can give a few examples of things that I can do to take ownership of my health and give an example of something that I've done which shows this. I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p>	<p><b>Keeping safe</b> <b>Relationships</b> <b>Menstruation</b></p> <p>I can name a few things that make a positive relationship and some things that make a negative relationship. I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave if I feel uncomfortable.</p>
<b>4</b>	<p><b>Managing risks</b> <b>Understanding the norms of drug use (cigarette and alcohol use)</b> <b>Influences</b></p> <p>I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.  I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.  I can give examples of positive and negative influences, including things that could influence me when I am making decisions.</p>	<p><b>Recognising feelings</b> <b>Bullying</b> <b>Assertive skills</b></p> <p>I can give a lot of examples of how I can tell a person is feeling worried just by their body language. I can say what I could do if someone was upsetting me or if I was being bullied. I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p><b>Recognising and celebrating difference (including religious and cultural differences)</b> <b>Understanding and challenging stereotypes</b></p> <p>I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others. I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. I can give examples of negotiation and compromise. I can explain what inappropriate touch is and give example.</p>	<p><b>Decisions about spending money</b> <b>Media influence</b> <b>Making a difference (different ways of helping others or the environment)</b></p> <p>I can explain how a 'bystander' I can have a positive effect on negative behaviour: they witness (see happening) by working together to stop or change that behaviour. I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. I can give examples of these decisions and how they might relate to me.</p>	<p><b>Having choices and making decisions about my health</b> <b>Taking care of my environment</b></p> <p>I can give a few examples of different things that I do already that help to me keep healthy. I can give different examples of some of the things that I do already to help look after my environment.</p>	<p><b>Managing difficult feelings</b> <b>Relationships including marriage</b> <b>Body Changes including puberty</b></p> <p>I can label some parts of the body that only boys have and only girls have. I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). I can tell you why people get married.</p>

<b>5</b>	<p><b>Managing risk including staying safe online</b></p> <p><b>Norms around the use of legal drugs (tobacco, alcohol)</b></p> <p>I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.</p>	<p><b>Feelings</b></p> <p><b>Friendship skills including compromise</b></p> <p><b>Assertive skills</b></p> <p>I can give a range of examples of our emotional needs and explain why they are important.</p> <p>I can explain why these qualities are</p>	<p><b>Recognising and celebrating difference (including religious and cultural differences)</b></p> <p><b>Influence and pressure of social media</b></p> <p>I can give examples of different faiths and cultures and positive things about having these</p>	<p><b>Decision and lending, borrowing and spending</b></p> <p><b>Rights and responsibilities relating to my health</b></p> <p><b>Rights and Responsibilities</b></p> <p>I can give examples of some of the rights and respect of others' rights (people and things) I have as I grow</p>	<p><b>Growing independence and taking responsibility</b></p> <p><b>Media awareness and safety</b></p> <p>I can give an example of when I have had increased independence and how that has also helped me to show that I can take ownership of something.</p> <p>I can name several qualities that make</p>	<p><b>Managing different feelings</b></p> <p><b>Getting help</b></p> <p><b>Managing change</b></p> <p>I can explain what resilience is and how it can be developed.</p> <p>I can list ways that I can prepare for changes (e.g. to get the facts, talk</p>
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	<p>I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p>	<p>important.</p> <p>I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p>	<p>differences.</p> <p>I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p>	<p>older, at home and school. I can also give real examples of each that relate to me.</p> <p>I can give a few different examples of things that I can take ownership of to keep myself healthy.</p> <p>I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.</p>	<p>people attractive that are nothing to do with how they look, but about how they behave.</p>	<p>to someone).</p> <p>I am able to identify when I need help and can identify trusted adults in my life who can help me.</p>
<b>6</b>	<p><b>Staying safe online</b></p> <p><b>Drugs, norms and risks (including the law)</b></p> <p><b>Emotional needs</b></p> <p>I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p>I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p>	<p><b>Cooperation</b></p> <p><b>Assertiveness</b></p> <p><b>Safe/unsafe touches</b></p> <p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>I can give examples of negotiation and compromise.</p> <p>I can explain what inappropriate touch is and give example.</p>	<p><b>Recognising and reflecting on prejudice based bullying</b></p> <p><b>Understanding bystander behaviour</b></p> <p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p>	<p><b>Earning and saving money</b></p> <p><b>Understanding media bias including social media</b></p> <p><b>Caring: communities and the environment</b></p> <p>I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how some people feel about themselves</p> <p>I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p> <p>I can explain the advantages and disadvantages of different ways of saving money.</p>	<p><b>Managing risk</b></p> <p><b>Aspirations and goal setting</b></p> <p>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>I can give examples of an emotional risk and a physical risk.</p>	<p><b>Self esteem</b></p> <p><b>Keeping safe</b></p> <p><b>Body image</b></p> <p>I can give an example of a secret that should be shared with a trusted adult.</p> <p>I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>I can give examples of other ways in which the way some people feel about themselves can be affected (e.g. images of celebrities).</p>