



ROYAL HIGH SCHOOL  
BATH  
—  
G D S T

**PREP EDUCATION FOR LIFE SCHEME OF WORK (JJO) 2021-22**

Education for Life (encompassing RSHE, Citizenship, Learning Habits, British values, Online Safety and elements from the Positive Project) is an important element of learning at the Royal High School and is considered an integral and necessary part of the pupils' education. It can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

Whilst RSHE is non-statutory at primary school level, teachers are aware of the needs of the girls in their care and, as such, Education for Life is taught both directly and indirectly at the Prep School and forms an integral part of our holistic approach to educating young people.

The school considers the protected characteristics from the 2010 Equality Act as shown below:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

In accordance with the Department for Education advice in November 2014 on 'Promoting fundamental British values as part of SMSC in schools, the Royal High School is committed to raise awareness of these aspects as part of the 'Education for Life' curriculum. Within this remit, pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. They understand the areas that constitute British values:

- The Rule of Law
- Democracy
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Within this framework, pupils understand and are able to identify negative and unacceptable behaviours such as racism, stereotyping and aggression. They are aware of the different beliefs and values within civilised society and can demonstrate respect and tolerance towards people different from themselves.

As part of a whole school approach, Education for Life develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The curriculum helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It is here that pupils learn about bullying, citizenship, drug education, healthy eating, physical activity, mental and emotional health, wellbeing, and sex and relationship education.

Learning opportunities take place in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.

## **DIRECTED TEACHING**

Education for Life is taught weekly in a variety of ways; this may be in response to specific needs of the girls in our care, in response to an event that needs addressing promptly or linked to the school scheme of work. This approach equips our girls with a sound grasp of cause and effect, an understand of risk and equips them with the knowledge and skills to make informed decisions. Learning takes place through:

- o Whole school learning in Assemblies following school themes plus Appendix 2
- o Circle time sessions
- o Inviting guest speakers – faith speakers; people from the local community – Police / Fire Service / Charitable organisations
- o Class workshops and visits – Life Skills; Child line and the NSPCC; Sex Education
- o Global / international awareness and development and Inspire options
- o School Council: taking responsibility and having a voice

Our school scheme of work (Appendix 1) covers all the areas of training that the teachers have received linked to Education for Life and acts as a guidance document. It links to the Learning Habits (Appendix 3) principles which are actively promoted throughout the school. This programme aims at increasing self-awareness and appropriate social behaviour through achieving success within key skill areas. Visual representations of these skills aids understanding, and each year group uses targets to monitor these skills within the classroom.

Throughout the school, teachers promote the concept of 'Growth Mindset' developed by Dr Carol Dweck. It revolves around the belief that you can improve intelligence, ability and performance. Years of research have shown that mindset is malleable, rather than fixed, helping pupils to learning more effectively.

## **RELATIONSHIPS AND HEALTH EDUCATION - RSHE**

From the academic year 2020-2021, all primary schools in England must teach Relationships and Health Education (RSHE). The government has set out guidance about what they expect children to know by the time they leave primary education, and the relationships and health content is now a statutory requirement. There is no legal requirement for schools to teach sex education, but the government recommends children learn about some key areas before they leave primary school. Parents have the right to withdraw their daughter from the sex education content that is taught. However, we would strongly recommend that discussions take place with the school before deciding.

Although the curriculum has recently been revised, at the Prep School, we have been teaching many of these themes for a number of years. As with other subjects, we work hard to make sure the lessons meet the needs of the girls and are age appropriate. These topics are really important in helping the girls deal with current experiences and also help to prepare them for the next stage of their education and ultimately for adult life. With the changes to the curriculum, we have revised the content to ensure that the lessons cover the statutory requirements. The curriculum is built upon each year and therefore the lessons we deliver will give the opportunity for the girls to revisit topics in different year groups. This is important as they will learn more and see things differently as they mature.

Sex Education sessions take place in Year 4, Year 5 and Year 6 and our scheme of work incorporates Pupils recognise that these changes can happen at different times for different children and that this is normal. In Year 4 our aim is to prepare the girls fully for the changes they will experience during puberty and in Year 6 we introduce the girls to what sexual intercourse is and discuss related matters. It is important that they feel that they are in a comfortable and safe environment and that school is a place where they can raise any concerns they may have. We use a resource from Kapow Primary that explains sex and relationship education as a developmental process, beginning in the early years at the appropriate level and progressing through childhood and adolescence into adulthood.

Please see appendix 4 for the year group content breakdown.

## **INDIRECT TEACHING**

Indirect teaching incorporates Education for Life within the creative curriculum's thematic approach to learning within each year group, ensuring that it is taught within a specific context and is integrated within our holistic approach to teaching and learning. This allows a higher level of questioning to be introduced amongst the older girls and the opportunity to debate and question some of the 'bigger issues', for example:

How does divorce affect people?                      Year 4 Tudor theme

Is it ever right to fight?                                      Year 6 WW2 Theme exploring conscription, faith and conscientious objection.

When does Science challenge existing Religious belief? .                                      Year 5 Victorian Theme

Education for Life is monitored by Jemma Joakim as Deputy Head, Pastoral in conjunction with the IT and Computing Coordinator and the Senior School Education for Life lead.

Reviewed: July 2021	Next Review: July 2022
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## Education for Life Scheme of Work

Year 1 (in conjunction with EYFS/KS1 Assembly themes)					
Area of focus	Relationships	Reflective	Resourceful	Resilience	Risk Taking
<b>Outcomes</b>  (end of Y2)	I reach agreements. I am beginning to change my behaviour to suit different roles and situations. I try to be fair to others. I take responsibility for the jobs I have been ask to do. I listen to other people.	With help from my teacher, I review my own work and identify what I have done well. I help set my own targets. I tell someone when I have problems in doing my work.	I ask 'Why questions and make links between ideas. I organise information in ways suggested by the teacher. I follow the steps and strategy for an enquiry. I look after my own belongings with some reminders. With support, I make sure I have what I need for a lesson/activity. I know where things belong at school and can tidy away independently.	I work well for rewards. I like activities to be achievable in a short space of time. I prefer times when there is a clear solution or when solutions are easily found. I need encouragement in order to persevere with a challenge. I manage distractions when helped by teacher.	I know that it is not a bad thing to get the answer wrong. I am prepared to put forward my ideas in a small group. I think about risks and try not to let this put me off having a go.
<b>Positive Project/ Time for Me</b>	Relationship with self Relationship with others Communication	Mindfulness Future planning Accomplishments		Resilience	
<b>British values</b>	Tolerance Mutual respect	Individual liberty	Rule of Law	Democracy	
<b>RSHE and Citizenship</b>	Feelings Secrets and surprises Similarities and differences	Personal hygiene Who to tell in not comfortable?	Healthy lifestyle – activity and rest Keeping safe outdoors (strangers/roads/berries/) Right and wrong Where does money come from and keeping it safe?	Who to go to for help	Looking after the environment (plants)
<b>E – Safety (taught in computing)</b>	Sharing information	Does this look correct?	Logging on and off Searching using safe websites	Who to go to if worried on-line	

any other themes that may arise through Girls of Concern

## Education for Life Scheme of Work

Year 2 (in conjunction with EYFS/KS1 Assembly themes)					
Area of focus	Relationships	Reflective	Resourceful	Resilience	Risk Taking

<b>Outcomes (end of Y2)</b>	I reach agreements. I am beginning to change my behaviour to suit different roles and situations. I try to be fair to others. I take responsibility for the jobs I have been ask to do. I listen to other people.	With help from my teacher, I review my own work and identify what I have done well. I help set my own targets. I tell someone when I have problems in doing my work.	I ask 'Why questions and make links between ideas. I organise information in ways suggested by the teacher. I follow the steps and strategy for an enquiry. I look after my own belongings with some reminders. With support, I make sure I have what I need for a lesson/activity. I know where things belong at school and can tidy away independently.	I work well for rewards. I like activities to be achievable in a short space of time. I prefer times when there is a clear solution or when solutions are easily found. I need encouragement in order to persevere with a challenge. I manage distractions when helped by teacher.	I know that it is not a bad thing to get the answer wrong. I am prepared to put forward my ideas in a small group. I think about risks and try not to let this put me off having a go.
<b>Positive Project /Time for Me</b>	Relationship with self Relationship with others Communication	Mindfulness Future planning Accomplishments		Resilience	
<b>British values</b>	Tolerance Mutual respect	Individual liberty	Rule of Law	Democracy	
<b>RSHE and Citizenship</b>	Change and loss (moving home, losing a pet) Different types of families Privacy and when to share a secret	Appropriate touch (to and from) Body parts and differences b/w boys and girls	Healthy lifestyle – Healthy eating Preventing the spread of disease Keeping safe indoors (medicines/fire/emergencies) Choices linked to money (spending, saving)	Helping yourself	Looking after the environment (conserving energy)
<b>E – Safety (taught in computing)</b>	Sharing information	Does this look correct?	Logging on and off Searching using safe websites	Who to go to if worried on-line	

### Education for Life Scheme of Work

Year 3					
Area of focus	Relationships	Reflective	Resourceful	Resilience	Risk Taking
<b>Outcomes</b>	I reach agreements and I am beginning to manage discussions.	I review my own work and identify what I have done well.	I ask 'why', 'how, and 'what if' questions. I use techniques I am shown to collect	I keep going with an activity for the pleasure it provides, sometime also for reward.	I know that if I am wrong about something, I can learn from it

<b>(end of Y4)</b>	When reminded, I change my behaviour to suit different roles and situations. I take responsibility and am becoming more confident. I take an interest in, watch and listen to other people.	With help, I can suggest how to improve my work. I listen and act in advice about what I have to do to meet my targets.	and organise information. I plan the steps for an enquiry. With little support I make sure I am well equipped for particular tasks/lessons. I keep track of my belongings.	I keep focused, and sustain my attention, only sometimes getting slightly distracted. I try and remain patient if solutions are not readily at hand. I prefer clear solutions but I am becoming a better problem solver. When faced with a challenge I try to persevere for a short while before asking for help.	even if it upsets me. I sometimes try to think in unusual ways about things I am interested in. I think about risks and, with help, make decisions about the amount of risk involved.
<b>Positive Project/ Other Subject</b>	Relationship with self Relationship with others Communication	Mindfulness Future planning Accomplishments		Resilience	
<b>British values</b>	Tolerance Mutual respect	Individual liberty	Rule of Law	Democracy	
<b>RSHE and Citizenship</b>	Self Esteem – Keeping others safe Different relationships – acquaintances, friends relatives and families. Responsibility at home	Helping others – charity and volunteering Good citizen Fair Trade	Bikeability, rail, water and fire safety (2 year programme) Money – cost of living and being a critical customer	Human rights of a child	Assessing risks in school (risks, dangers and hazards) Environment - recycling
<b>E – Safety (taught in computing)</b>	Passwords and privacy What is a good on-line role model?	Know when to talk to an adult	On line reputation What is ok to share?	Being Internet sharp – what is real?	Know the Internet pillars Be Sharp, Be Alert, Be Secure. Be Kind, Be Brave

ise through Girls of Concern

### Education for Life Scheme of Work

Year 4					
Area of focus	Relationships	Reflective	Resourceful	Resilience	Risk Taking
<b>Outcomes (end of Y4)</b>	I reach agreements and I am beginning to manage discussions. When reminded, I change my behaviour to suit different roles and situations. I take responsibility and am becoming more confident.	I review my own work and identify what I have done well. With help, I can suggest how to improve my work. I listen and act in advice	I ask 'why', 'how, and 'what if' questions. I use techniques I am shown to collect and organise information. I plan the steps for an enquiry. With little support I make sure I am	I keep going with an activity for the pleasure it provides, sometime also for reward. I keep focused, and sustain my attention, only sometimes getting slightly distracted. I try and remain patient if solutions are not readily at hand.	I know that if I am wrong about something, I can learn from it even if it upsets me. I sometimes try to think in unusual ways about things I

	I take an interest in, watch and listen to other people.	about what I have to do to meet my targets.	well equipped for particular tasks/lessons. I keep track of my belongings.	I prefer clear solutions but I am becoming a better problem solver. When faced with a challenge I try to persevere for a short while before asking for help.	am interested in. I think about risks and, with help, make decisions about the amount of risk involved.
<b>Positive Project/ Other Subject</b>	Relationship with self Relationship with others Communication	Mindfulness Future planning Accomplishments		Resilience	
<b>British values</b>	Tolerance Mutual respect	Individual liberty	Rule of Law	Democracy	
<b>RSHE and Citizenship</b>	Appropriate physical contact – seeking help Change – loss, divorce and bereavement	Early stages of puberty – body and emotions Balanced lifestyle Hunger and poverty	Healthy lifestyle – Dental Health Nutrition Viruses and Bacteria Basic First Aid procedures Bikeability, rail, water and fire safety (2 year programme)	Impact from the media to behave in certain ways Resisting pressures Substances and drugs – Energy drinks and smoking	Assessing risks beyond school (risks, dangers and hazards) Managing ‘Dares’ Environment and sustainability – Pollution
<b>E – Safety (taught in computing)</b>	Healthy on line relationships	Know when to talk to an adult	My digital footprint	Phishing hook – what is real, what is fake?	Starting to apply the Internet pillars Be Sharp, Be Alert, Be Secure. Be Kind, Be Brave

## Education for Life Scheme of Work

Year 5					
Area of focus	Relationships	Reflective	Resourceful	Resilience	Risk Taking
<b>Outcomes (end of Y5)</b>	I reach agreements and manage discussions. I adapt my behaviour to suit different roles and situations. I show fairness and consideration to others. I take responsibility, showing confidence in my beliefs. I always try to understand the point of view of another person.	I review my own work and identify what I have done well and what I can do to improve it. I set my own targets and know what I have done to meet them. I communicate my learning in different ways for different audiences.	I ask different types of questions and decide how to find out the answers. I choose techniques to collect and organise information. I plan the steps and strategies for an enquiry. I organise the resources I need for a task. I am well organised and I take	I keep going with an activity for the pleasure it provides, not for reward. I keep focused, and sustain my attention, resisting distractions even when faced with a challenge. I am happy for certain activities to continue for a number of days if a solution is not clear	I know that if I am wrong, I can learn from it. I am prepared to put forward my ideas or answers, even if they are not the same as others. I try to think in unusual ways. Knowing that I have to be careful as this might sometimes take me away from the

			responsibility for my belongings.	I try to solve problems I come up against independently.	point of the activity.
<b>Positive Project/ Other Subject</b>	Relationship with self Relationship with others Communication	Mindfulness Future planning Accomplishments		Resilience	
<b>British values</b>	Tolerance Mutual respect	Individual liberty	Rule of Law	Democracy	
<b>RSHE and Citizenship</b>	Personal boundaries – will to share and keep things private Inequalities – race, religion, globally,	Helping others – in school as role models Range of different ethnic and religious identities in the UK	How do people make money (enterprise)? Money – loan, interest, debt, tax and VAT How do laws affect me? Responsible use of mobile phones/devices	Challenge stereotyping Questioning media bias	Environment and sustainability – Energy
<b>E – Safety (taught in computing)</b>	Personal profiles Strong passwords	Evaluating Internet content	Safe use of email	Interpreting on line messages and reacting positively	Applying the Internet pillars - Be Sharp, Be Alert, Be Secure. Be Kind, Be Brave

any other themes that may arise through Girls of Concern

## Education for Life Scheme of Work

Year 6					
Area of focus	Relationships	Reflective	Resourceful	Resilience	Risk Taking
<b>Outcomes (end of Y6)</b>	I reach agreements and manage discussions. I adapt my behaviour to suit different roles and situations. I show fairness and consideration to others. I take responsibility, showing confidence in my beliefs. I always try to understand the point of view of another person.	I review my own work and identify what I have done well and what I can do to improve it. I set my own targets and know what I have done to meet them. I communicate my learning in different ways for different audiences.	I ask different types of questions and decide how to find out the answers. I choose techniques to collect and organise information. I plan the steps and strategies for an enquiry. I organise the resources I need for a task. I am well organised and I take responsibility for my belongings.	I keep going with an activity for the pleasure it provides, not for reward. I keep focused, and sustain my attention, resisting distractions even when faced with a challenge. I am happy for certain activities to continue for a number of days if a solution is not clear I try to solve problems I come up against independently.	I know that if I am wrong, I can learn from it. I am prepared to put forward my ideas or answers, even if they are not the same as others. I try to think in unusual ways. Knowing that I have to be careful as this might sometimes take me away from the point of the activity.

<b>Positive Project/ Other Subject</b>	Relationship with self Relationship with others Communication	Mindfulness Future planning Accomplishments		Resilience	
<b>British values</b>	Tolerance Mutual respect	Individual liberty	Rule of Law	Democracy	
<b>RSHE and Citizenship</b>	Committed relationships, marriage and civil partnerships Forced marriage is a crime Terms - sex, gender and sexual orientation Gender equality	Human Reproduction Care of body – protection including FGM Helping others – prefects	Questioning the information in social media Life skills trip	Substances and drugs – Alcohol and drugs Avoiding habits Challenging prejudices	Environment and sustainability – Animals
<b>E – Safety (taught in computing)</b>	To share or not to share	Questioning Internet/social media content	Acting appropriately on-line	Cyber-bulling Mental health impacts of social media	Knowing the age appropriateness of Apps



## Appendix 2 Education for Life EYFS and KSI Assembly Theme Suggestions

Annual Assembly themes		Cycle 1 themes	Cycle 2 themes
<ul style="list-style-type: none"> <li>• New beginnings</li> <li>• Fairness</li> <li>• Friendship</li> <li>• Supporting each other</li> <li>• Being kind</li> <li>• Special people</li> <li>• Anti-Bullying</li> <li>• Looking after the environment</li> <li>• Working towards targets</li> <li>• Cranwell Citizen</li> <li>• Following rules (in school)</li> <li>• Following rules (beyond school – British Values)</li> <li>• 5Rs</li> <li>• Moving on</li> </ul>	<ul style="list-style-type: none"> <li>• Change</li> <li>• Self-esteem</li> <li>• Dealing with anger and cool down strategies.</li> <li>• Resilience</li> <li>• Relationships</li> <li>• Resourceful</li> <li>• Risk taking</li> <li>• Mindfulness</li> <li>• Taking turns and sharing,</li> <li>• Problem solving</li> <li>• Team work</li> <li>• Accepting others and differences</li> </ul>	<ul style="list-style-type: none"> <li>• Growing up</li> <li>• Rights of children (British values)</li> <li>• Different group of people (British values)</li> <li>• How to assist people who help us in school</li> <li>• Chinese New Year</li> <li>• Rosh Hashana</li> <li>• Holi</li> <li>• International Day of the girl</li> </ul>	<ul style="list-style-type: none"> <li>• Who is in charge? (British values)</li> <li>• Respecting differences (British values)</li> <li>• Everyone is unique (British values)</li> <li>• Stranger danger</li> <li>• How to assist people who help us at home</li> <li>• Hanukkah</li> <li>• Eid</li> </ul>
Annual Special days		Cycle 1 Special days	Cycle 2 Special days
Sept - Harvest Oct - National Poetry day Nov - Guy Fawkes/Remembrance Dec – Christmas Jan – Story telling week Feb –Internet Safety Day March - Mother’s day April – Easter May – Walk to school week June – Father’s day		Sept – British Food fortnight Oct – Black History month Nov – St Andrew Dec – Christmas Jan – N/A Feb – Fair trade March - St David April – N/A May – Deaf Awareness week June – world Environment day	Sept – European day of languages Oct – One world week Nov – Road safety week Dec – Christmas Jan – N/A Feb – Pancake day March - St Patrick April – St George May – N/A June – recycle awareness week

Plus any other themes that may arise through Girls of Concern

### **Appendix 3 An understanding of the 5Rs**

#### **Being Reflective:**

Children are starting to ask questions, 'How am I doing?' and reflect in order to become the best possible learner as well as with regards to how they interface with their peers; they can make simple choices about their health and well-being (choosing between different foods / knowing they need sun protection); they understand the need for basic hygiene and keeping clean as well as how to keep safe in familiar situations (crossing the road safely).

Being reflective relates to the following kinds of questions:

- Can I identify achievements / tasks of which I am proud?
- Can I identify what I need to do to improve?
- Do I ensure I understand a task and, if not, ask for help?
- Can I vocalise what went well or not so well after an activity?
- Did I check my work through to ensure I have done my best?
- Am I starting to identify what my targets should be?
- Do I listen carefully (or read) comments made by my teacher / parents / friends about my work?

#### **Being Resilient:**

Children understand that there is always room for improvement in everything they do and that gradual adjustments will result in greater success; they appreciate that if they keep trying it is possible to bounce back from a set-back. Questioning should focus around:

- Do I have another go rather than give up?
- Do I keep focused until the end of a task even if I am finding it tricky?
- If I am finding something challenging, do I think of ways to make it easier, such as asking for help?
- If I get a question wrong, do I have the resilience to try again another time?

#### **Taking Risks:**

Children try new things when encouraged and thereby enjoy new experiences; join new clubs and groups both in and out of school and become more confident in trying and talking about new experiences with others. This equates to the following level of questioning:

- Am I keen to try new activities?
- Do I try to answer questions even when I am not completely sure of the answer?
- Do I put forward my ideas in small group work?
- Am I willing to try new foods at lunch time?

Will I attempt a new move in gymnastics, dance or sport?

#### **Building relationships:**

Children understand how to interact and learn from other people, think about each other and share within their daily lives; they can recognise that bullying is wrong and think of ways of dealing with it, setting themselves simple goals; children can recognise the effect of their behaviour on others and can co-operate; they recognise and respect similarities and differences and are able to show concern.

- Am I kind and caring to others?
- Do I recognise that some people think differently to me?
- Can I work well in a pair or small group?
- Do I recognise how others are feeling?
- Do I try hard to make sure people don't misunderstand me?
- Do I try to make sure I understand others and their point of view?

#### **Being Resourceful:**

Children can think for themselves and make decisions that positively affect both themselves and others; they are starting to take responsibility for their own learning and behaviour. Can they?

- Get themselves ready/ Know where things belong / Ask questions:
- Understand what is needed for each lesson and have the ability to get ready independently;
- Show evidence of thinking ahead and taking responsibility for their own belongings:
- Ask and remember where things are;
- Tidy away and leave belongings neatly when changing for PE or Ballet;
- Make sensible decisions about where to keep their personal belongings.

- Demonstrate curiosity by asking ‘Why’; using books and asking others for help.

## **Appendix 4**

### **Year 4**

<b>Relationships Education</b> <b>This is statutory</b>	<b>Sex Education</b> <b>This is not statutory</b>
<p>The girls will learn about:</p> <ul style="list-style-type: none"> <li>• the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> <li>to recognise differences between people such as gender, race, faith</li> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> </ul>	<p>The girls will learn about:</p> <ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>

- about the importance of respecting the differences and similarities between people
- a vocabulary to sensitively discuss difference and include everyone

**Year 5**

**Year 4 content will be repeated to ensure that new joiners to the school have received the input.**

<p style="text-align: center;">Relationships Education <b>This is statutory</b></p>	<p style="text-align: center;">Sex Education <b>This is not statutory</b></p>
<p>The girls will learn about:</p> <ul style="list-style-type: none"> <li>• to recognise differences between people such as gender, race, faith</li> <li>• the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> <li>• the features of positive, healthy friendships such as mutual respect, trust and sharing interests</li> <li>• how to seek support with relationships if they feel lonely or excluded and understand that it is common to experience challenge with friendships</li> <li>• recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to communicate respectfully with friends when using digital devices and how to deal with peer approval</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know</li> <li>• what to do or whom to tell if they are worried about any contact online. how to report concerns and seek help if worried or uncomfortable about someone’s behaviour</li> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> </ul>	<p>The girls will learn about:</p> <ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>

<ul style="list-style-type: none"> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> </ul> <p>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <ul style="list-style-type: none"> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person's mind and body when they are uncomfortable</li> <li>• that it is never someone's fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>	
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## Year 6

Relationships and Health Education <b>This is statutory</b>	Sex Education <b>This is not statutory</b>
<p>The girls will learn about:</p> <ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone's right to be loved. Physical change of gender identity will not be discussed in Year 6.</li> <li>• the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• comparing the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> </ul>	<p>The girls will learn about:</p> <ul style="list-style-type: none"> <li>• identifying the links between love, committed relationships and conception</li> <li>• changes that boys experience at puberty, including erections and wet dreams</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception</li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>

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| <ul style="list-style-type: none"><li>• strategies to respond to pressure from friends (including online)</li><li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li><li>• how to get advice and report concerns about personal safety, including online</li><li>• what consent means and how to seek and give/not give permission in different situations</li><li>• the link between values and behaviour and how to be a positive role model</li><li>• how to discuss issues respectfully</li><li>• how to listen to and respect other points of view</li><li>• how to constructively challenge points of view they disagree with</li><li>• ways to participate effectively in discussions online and manage conflict or disagreements</li></ul> |  |
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