

# Rode and Norton St Philip School Federation Relationships, and Sex Education (RSE) Policy 2025



Version	Reviewed By	Date Approved	Approved by	Revision Date
1.0	Kim Slade	Feb 2025	Georgina Muxworthy	Feb 2026

## Aims

The aims of Relationships and Sex Education (RSE) at Rode and Norton School Federation is to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support

Rode and Norton School Federation (RNSF) considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality, and family life within a safe, comfortable atmosphere and in a relaxed

relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. These aims echo our Christian Vision and our core values of respect, perseverance, hope, forgiveness, friendship and generosity and complements those of the Science, PE and RE curriculum in KS1 and KS2.

### **Statutory requirements**

As two maintained first schools, Rode Methodist VC First School and Norton St Philip Church of England VA First School, we provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Rode and Norton School Federation we teach RSE as set out in this policy.

Full DfE Guidance can be found here

### **Definitions**

**RSE** is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.

**RSE** involves a combination of sharing information and exploring issues and values.

**RSE** is not about the promotion of sexual activity.

### **Roles and responsibilities**

The overview and co-ordination of the taught curriculum is the responsibility of the PSHE and Science Co-coordinators in the school. Continuous professional development and training will always be provided to ensure a high level of expertise for teachers involved in delivering the RSHE programme in the school.

A designated Governor is the link to the full Governing Body with regard to RSHE provision in the school.

At Rode and Norton School Federation the RSE Team are:

PSHE Coordinator: **Vicky Phillips**

Science Coordinator: **Claire Vowell**

Governors: **Iestyn Lewis**

### **Curriculum Design**

At Rode and Norton School Federation we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. Our Long-Term Plan is set out in Appendix 1. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum. We follow SCARF's six suggested half termly units. We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children.

The statutory guidance states puberty should be covered in Health Education and should be addressed before onset so, as far as possible, pupils are prepared in advance for changes they will experience. We have decided that to best meet the needs of our children, puberty and menstruation will be taught in Year 4 not in Year 3.

There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge. (See Appendix 2.)

### **Delivery of RSE**

Our RSE curriculum is embedded within our personal, social, health and economic (PSHE) curriculum and covers all the statutory requirements for our Key Stage 1 and Key Stage 2 (up to Y4). We also teach RSE through other subject areas, most notably Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise. Links with our Science curriculum are set out in detail below.

**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

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).

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. In addition, they will learn that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental, and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life.

### **Science Curriculum**

**In Key Stage 1 (Y1-2) children learn:**

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults

- To find out about and describe the basic needs of animals, including humans, for survival (water, food, and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### **In Key Stage 2 (Y3-4) children learn:**

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions

We acknowledge that a few children may begin to experience puberty in year 4. We teach the children about the physical and emotional changes in puberty; external genitalia; personal hygiene routines and where to get advice and support during puberty. Teachers do their best to answer all questions with sensitivity and care.

#### **Moral Framework**

The school believes that RSHE is a prime concern of parents and carers, supported by schools and community members. It should be based on a Christian teaching that encourages:

- Respect for self
- Respect for others
- Responsibility for one's own actions
- Responsibility for our families, friends, school, and wider community

#### **Working with Parents & Carers**

Our Federation of schools is committed to working in close partnership with parents and carers who are the key people in teaching their children about Relationships, Sex and Health Education. We aim to respond sensitively and promptly to any comments or questions from parents and carers as and when they arise.

Parents **do not** have the right to withdraw their children from relationships and health education or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum.

#### **Training**

Our Federation accesses high quality CPD through SCARF if required.

The headteacher or PSHE Coordinator will also invite visitors from outside school, such as school nurses or Life Education Workshops (Coram Life Education) to provide support and training to staff teaching RSE.

#### **Confidentiality**

Teachers conduct RSE lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or

exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

### **Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

### **Equal Opportunities**

RSE will be given to ensure quality of access for all pupils, regardless of gender, race, or disability, so giving equal opportunities and avoiding discrimination.

### **Complaints Procedure**

Any complaints or concerns about the RSE programme should be made to the class teacher in the first instance. Parents can choose to follow the RNSF complaints procedure if they feel things are not resolved.

### **Monitoring and Evaluation**

The RSE policy is monitored and evaluated through an annual review process which will wherever possible include network learning walks, lesson observation and discussion with staff. Pupil's development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by our PSHE Coordinator and RSE Governors annually. At every review, the policy will be approved by (the governing board, and Headteacher Georgina Muxworthy.)

Appendix 1



PSHE Long Term Plan



Year/Half-termly unit titles	Autumn 1 Me and my Relationships	Autumn 2 Valuing Difference	Spring 1 Keeping Myself Safe	Spring 2 Rights and Responsibilities	Summer 1 Being my Best	Summer 2 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Changing bodies and puberty Body changes during puberty Managing difficult feelings Relationships including marriage

- Changing bodies and puberty and Body changes during puberty covered in Year 4: parents to be informed of the lessons.

**End of Unit Assessments – Y1**

**Class: Elmer**



Unit	Key Themes	Emerging	Expected	Exceeding	Teacher and child's record of progress (Date)
Me and My Relationships	<b>Feelings</b>	I can name some different feelings. I can think of a way of dealing with 'not so good' feelings.	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 can give a wide range of examples of how to deal with some of the 'not so good' feelings and how to help others to do this.	
	<b>Getting help</b>	I know that I can ask for help.	I know when I need help and who to go to for help.	I know the signs of needing help and can identify a range of adults that I can turn to, when needed.	
	<b>Classroom rules</b>	I can tell you a classroom rule.	I can tell you some different classroom rules.	I can tell you a range of classroom rules and explain why we have them.	
Valuing Difference	<b>Recognising, valuing and celebrating difference</b>	I can say how people are different.	I can say ways in which people are similar as well as different.	I can give examples of differences that are something to be valued and celebrated.	
	<b>Developing tolerance</b>	I can say what is fair or unfair.	I can say why things sometimes seem unfair, even if they are not.	I can explain why sometimes things seem unfair to other people.	
Keeping Myself Safe	<b>How our feelings can keep us safe</b>	I can say different feelings that I have and how my body behaves when I have them.	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 recognise signs of feelings in other people (friends or family) and can suggest ways that I might be able to help them.	
	<b>Keeping healthy</b>	I can tell you what my body needs to keep healthy.	I can give examples of how I keep myself healthy.	I can say how and why these different things are important to keeping healthy (e.g. food - gives energy so that we can move our body).	

	<b>Medicine safety</b>	I can tell you how medicines can help a person.	I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)	I can explain why medicines need to be kept out of reach and sight of children.	
<b>Rights and Responsibilities</b>	<b>Looking after things</b>	I can explain something that I can do to look after myself. I can also say something that I can do to look after my environment.	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.	I can give a variety of examples of something that I've helped to look after at school or at home and how I've felt about this.	
<b>Being my Best</b>	<b>Growth Mindset</b>	I can name something I can do to help myself when I find something difficult.	I can name a few different ideas of what I can do if I find something difficult.	I can give examples of how these ideas have helped me when I have found something difficult.	
	<b>Keeping healthy</b>	I can name some healthy foods.	I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	I can explain about different food groups and why we need to choose and eat food from these different groups.	
<b>Growing and Changing</b>	<b>Getting help</b>	I can identify an adult who I can talk to, either at home or at school, if I need help.	I can identify an adult I can talk to at both home and school. If I need help.	I can identify a range of adults in my life that I can trust and ask for help.	
	<b>Becoming independent</b>	I can tell you some things that I can do now that I couldn't do when I was a baby.	I can tell you some things I can do now that I couldn't do when I was a toddler.	I can tell you a range of things that I can do now that I couldn't do last year and some things that I am still learning to do.	
	<b>Body parts</b>	I can name some body parts which are inside my body and some which are outside.	I can tell you what some of my body parts do.	I can tell you which body parts girls and boys have that are the same and which body parts are different.	



## End of Unit Assessment – Y2

Class: Paddington

Unit	Key Themes	Emerging	Expected	Exceeding	Teacher and child's record of progress (Date)
Me and My Relationships	<b>Bullying and teasing</b>	I can tell you the difference between bullying and teasing and can give an example of each.	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 tell you some ways that I can help someone else who is being bullied, if this happens.	
	<b>Our school rules about bullying</b>	I can give examples of things that help our classroom to be happy and friendly, including a rule about bullying.	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 examples of when I've had to think about a rule and stick to it - and how I've helped other people in my class to do this. I can explain that most people do not bully and that bullying is not very common. (Understands norms of bullying).	
	<b>Being a good friend</b>	I can tell you some things that make a good friend.	I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.	I can give examples of ways that I have tried to help others be good friends to each other.	
	<b>Feelings/self-regulation</b>	I am learning to express my feelings in a safe, controlled way.	Most of the time I can express my feelings in a safe, controlled way.	Almost always, I can express my feelings in a safe controlled way, and help others to do the same.	
Valuing Difference	<b>Being kind and helping others</b>	I can say how I can get help from someone if I am being left out.	I can say how I could help myself if I was being left out.	I can tell you how I recognise if someone else is being left out, and I can say some ways I could help them.	
	<b>Listening Skills</b>	I can give an example of good listening skills.	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.	I can use listening skills to help solve disagreements by showing that I have heard another person's point of view and then putting forward other ideas, or a compromise.	
Keeping Myself safe	<b>Safe and unsafe secrets</b>	I can say the difference between a surprise or secret that is safe and one that is unsafe.	I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.	If someone came to me with an unsafe secret they had been asked to keep, I can say some things that I could do to help them to keep safe.	

Unit	Key Themes	Emerging	Expected	Exceeding	Teacher and child's record of progress (Date)
	<b>Appropriate touch</b>	I can say examples of the touches I like and those I don't like.	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 say ways of getting an adult's attention if a 'not OK' touch was happening to me, or to someone I know, even if the adults that I go to for help are very busy.	
	<b>Medicine safety</b>	I can explain what medicines are for.	I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.	I can give some examples of other things that people can do to help themselves get better if they are ill, as well as, or instead of taking medicine (e.g. rest and sleep, drinking water, eating the right kind of food).	
<b>Rights and Responsibilities</b>	<b>Cooperation and self-regulation</b>	I can give examples of things that help me to be settled and calm in the classroom.	I can give examples of when I've used some of these ideas to help me when I am not settled.	I can help other people to understand what they can do to help them settle in the classroom and I can always or almost always do these things myself.	
<b>Being my Best</b>	<b>Looking after my body</b>	I can say some things that I can do to help keep me healthy.	I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy.	I can give examples of the things I do to keep healthy, including looking after my teeth, eating healthy food, exercise and rest say and how I try to make sure I do these things regularly.	
	<b>Growth Mindset</b>	I can set a simple goal to help me with my learning.	I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	I can give an example of something that I've set goals for, how it's helped me in the past, and how it could help me more in the future.	
<b>Growing and Changing</b>	<b>Life cycles</b>	I can tell you some things that help us grow (e.g. food, rest and sleep, care).	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 tell you what I am looking forward to when I am older (at 10 years and again at 21 years old).	
	<b>Dealing with loss</b>	I can give examples of how it feels when you lose something.	I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).	I can suggest ways of keeping in touch with someone if they move away.	
	<b>Being supportive</b>	I can give examples of how to give support to someone.	I can give examples of how to give feedback to someone.	I can explain the difference between positive feedback and constructive support.	

Assessment	Emerging	Expected	Exceeding	Teacher and child's record of progress (Date)
<b>Cooperation</b>	I can sometimes listen to others in my class and accept that we might disagree about something without falling out about it.	I can usually accept the views of others and understand that we don't always agree with each other.	I can find ways of helping others to resolve arguments or disputes.	
<b>Friendships</b>	I can tell you some things that I do to try to be a good friend. I can also name one way of making up with a friend if we've fallen out.	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.	I can give examples of ways that I have tried to help others who've fallen out with each other to get back to being friends.	
<b>Recognising and respecting diversity</b>	I can give examples of different types of families.	I can give examples of different community groups and what is good about having different groups.	I can explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc). I can say some ways that prejudice can be safely challenged.	
<b>Being respectful and tolerant</b>	I understand what tolerance and respect mean and how they can help everyone.	I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	I can give examples of when I have helped people to be more respectful and tolerant, by setting a good example.	
<b>Managing risk</b>	I can give examples of risky situations.	I can say what I could do to make a situation less risky or not risky at all.	I can say why some people might take risks and why others choose to avoid risky situations.	
<b>Drugs and their risks</b>	I can say some of the risks of cigarettes and alcohol.	I can say why medicines can be helpful or harmful.	I can explain why things other than drugs can be helpful and harmful to a person's health, and what can influence a person to take risks.	
<b>Staying safe online</b>	I can tell you something about keeping my personal details safe online. I can say why this is important.	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.	I can give examples of how sometimes people try to find out personal information through online communication and the problems this can lead to.	
<b>Skills we need to develop as we grow up</b>	I can give an example of a fact and of an opinion.	I can say some ways of checking whether something is a fact or just an opinion.	I can explain some of the ways that people online might try to trick people by presenting 'false facts' and say what I can do to keep myself safe from being tricked.	

Unit	Assessment	Emerging	Expected	Exceeding	Teacher and child's record of progress (Date)
	<b>Helping and being helped</b>	I can explain that as I get older I start to take more responsibility for keeping myself safe and can give an example of this.	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.	I can give a few examples of how I've helped people who help me and how I can help myself.	
<b>Being my best</b>	<b>Keeping myself healthy</b>	I can explain what 'responsibility' means and give an example of things that relating to my health that I can take responsibility for.	I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.	I can give several examples of things that I do to take responsibility for my health and can explain the benefits of this to me and to other people who choose to do them.	
	<b>Celebrating and developing my skills</b>	I can explain that talents and skills can be developed and I can give an example of how I can develop a skill I have.	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.	I can tell you about aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these.	
<b>Growing and Changing</b>	<b>Relationships</b>	I can tell you something that makes a positive relationship.	I can name a few things that make a positive relationship and some things that make a negative relationship.	I can explain things I have done to help keep/make a healthy relationship (e.g. with a friend or another special person).	
	<b>Keeping safe</b>	I can tell you what 'body space' is and when it might be OK to go into someone's body space and when they can go into mine.	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 it if I feel uncomfortable.	I can identify unsafe secrets that make me feel uncomfortable and who I can talk to about it.	

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Rode & Norton St Philip  
School Federation

## End of Unit Assessment – Y4

Class : BFG



Unit	Assessment element	Emerging	Expected	Exceeding	Teacher and child's record of progress (Date)
Me and My Relationships	<b>Recognising feelings</b>	I can name something that shows me a person is feeling worried just by their body language.	I can give a lot of examples of how I can tell a person is feeling worried just by their body language.	I can give examples of body language from a range of different emotions.	
	<b>Bullying</b>	I can explain the difference between teasing and bullying.	I can say what I could do if someone was upsetting me or if I was being bullied.	I can give examples of how I can help someone else who is upset or being bullied.	
	<b>Assertive skills</b>	I can give an example of how to say 'no' to someone, without being aggressive (mean or unkind).	I can explain what being 'assertive' means and give a few examples of ways of being assertive.	I can give different examples of when (and why) I might need to be assertive.	
Valuing Difference	<b>Recognising and celebrating difference (including religions and cultural difference)</b>	I can say some ways that people are different besides how they look.	I can say a lot of ways that people are different, including religious or cultural differences.	I can say how differences sometimes cause conflict but can also be something to celebrate.	
	<b>Understanding and challenging stereotypes</b>	I can recognise that people are labelled (stereotyped) and that these labels are often wrong.	I can explain why it's important to challenge stereotypes that might be applied to me or others.	I can explain how stereotyping can limit some people's thinking about what they can do or become (aspirations) and why it's important for me and others to challenge this.	
Keeping Myself Safe	<b>Managing risk</b>	I can give examples of risky situations and what can make them less risky.	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 work through examples of risky situations and explain the steps that a person might want to think about to reduce or remove the risk.	
	<b>Understanding the norms of drug use (cigarette and alcohol use)</b>	I can say one risk of smoking and drinking alcohol and I know that most young people choose not to smoke and that not all adults drink alcohol.	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 explain why smoking and drinking alcohol is particularly harmful for a young person's body. (Body not fully developed; drugs are less diluted in a smaller body, so will have greater effect).	



Unit	Assessment element	Emerging	Expected	Exceeding	Teacher and child's record of progress (Date)
	<b>Influences</b>	I understand the term 'influence' and am aware that things around me (friends, people in the media etc.) could influence my behaviour and decisions.	I can give examples of positive and negative influences, including things that could influence me when I am making decisions.	I can give examples of consequences of decisions and explain how these can be either positive or negative.	
<b>Rights and Responsibilities</b>	<b>Making a difference (different ways of helping others or the environment)</b>	I understand that I can make a difference in relation to different things such as the environment, looking after people (including friends) and I can give an example of one of these.	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 tell you what an <i>active bystander</i> is and give an example of when I might be able to be an active bystander, or when I have done this.	
	<b>Media influence</b>	I can explain that things I see on TV, in newspapers or their websites might not give all the facts or might be biased (give one set of views, not them all).	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 an example of this and talk about the different sides of a news story.	
	<b>Decisions about spending money</b>	I can explain how money is a limited resource and we have choices and decisions to make about how to spend it.	I can give examples of these decisions and how they might relate to me.	I can give examples of how these decisions might affect communities including schools or the wider community, such as where I live.	
<b>Being my Best</b>	<b>Having choices and making decisions about my health</b>	I can tell you about a choice I can make that helps to keep me healthy.	I can give a few examples of different things that I do already that help to me keep healthy.	I can explain the benefits of looking after myself both now and in the future.	
	<b>Taking care of my environment</b>	I can give an example of something I can do to help look after my environment.	I can give different examples of some of the things that I do already to help look after my environment.	I can explain the benefits of looking after my environment both now and in the future, and for future generations.	
<b>Growing and Changing</b>	<b>Body changes during puberty</b>	I can label some parts of the body that both boys and girls have.	I can label some parts of the body that only boys have and only girls have.	I can talk about how some parts of the body change during puberty.	
	<b>Managing difficult feelings</b>	I can name some of the difficult feelings someone might have as they go through puberty.	I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).	I can suggest some good ways to compromise to reduce conflict.	
	<b>Relationships including marriage</b>	I can tell you who can get married and how old they have to be.	I can tell you why people get married.	I can explain why some people choose to have a civil ceremony or live together instead.	

