



RELATIONSHIPS & SEXUALITY EDUCATION POLICY

Chair of Governors:

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A Policy for Relationships and Sexuality Education

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Introduction

The governors of Ysgol Bryn Derw believe that relationships and sexuality education is part of the educational entitlement of all pupils and as part of a “whole school approach.” All young people, whatever their ability, develop physically and emotionally and therefore need to be helped to understand their bodies and their feelings. This policy outlines the purpose, nature and management of relationships and sexuality education at Ysgol Bryn Derw for all its pupils.

Overall responsibility for the implementation of the policy rests with the teaching staff. The Governing Body, however, will not insist that a teacher who has strong reservations about providing sexuality education takes part in the programme.

The nature and values of relationships and sexuality education

The governors believe that pupils’ ability to lead their lives competently and with fulfilment can be greatly enhanced by learning about their own sexual development and by developing their awareness of their relationships with others. Relationships and Sexuality Education (RSE) explores the interconnected ways in which a wide and diverse range of social, cultural, technological and biological influences affect the ability to form and maintain positive relationships. The Governing Body also believes that the basis of moral behaviour is that each of us feels valued for what we are, and of worth to others. Our pupils have ASD and a variety of additional needs and come from a range of backgrounds, but they all need to experience self-esteem and the forming of satisfying relationships with others. It is vital that all of our students are able to form loving and caring relationships throughout their lives.

The change in the name of the policy from the previous Sex and Relationships Policy reflects the internally recognised World Health Organisation (WHO) standards for sexuality and is adopted in line with the Welsh Government’s Relationships and Sexuality Education in schools guidance, February 2019. In line with this the school has undertaken work to develop a whole school RSE curriculum (appendix A) informed by the Welsh Guidance and UNESCO’s Technical Guidance with support from Paul Bray.

Consequently, the overriding aim of this policy at Ysgol Bryn Derw is to give our students the skills to conduct such relationships with dignity and assertiveness and to avoid being exploited. This overriding aim is supported by the following objectives: -

- To provide knowledge and information to which all students are entitled
- To clarify / reinforce knowledge students have already acquired
- To raise students' self-esteem and confidence, especially in their relationships with others
- To help students to understand their sexual feelings and behaviour, so that they can lead fulfilling and enjoyable lives
- To develop skills (language, decision making, choice, assertiveness) which are necessary in a range of situations
- To give practise of strategies which reduce the risk of exploitation, misunderstanding and abuse
- To provide the confidence to be an active member of society
- To support access to information and facilities

Entitlement and statutory requirements

The law requires that a compulsory programme of sex education and diseases must be provided for all pupils of secondary age (11yrs+), whatever type of school they attend. This law also gives parents the right to withdraw their children from sex education at any age, except those parts which are in the National Curriculum Science syllabus.

The sex education programme provided at Ysgol Bryn Derw has been carefully planned to take account of students' age, maturity, and stages of emotional and physical development. It will develop slowly throughout the time the young people are in school, using well proven methods which allow time for repetition, practice of relevant skills and reflection. It will be fully and constantly evaluated.

Implementation

In the Primary department (before the age of 11yrs) sex education is integrated into the whole curriculum and not taught separately. Significant aspects of sex education are part of the statutory National Curriculum for Science. The biological elements of sex education, including naming body parts, puberty and human development are all compulsory parts of the National Curriculum Science.

Consequently, the following areas MAY be covered at school during the primary years, depending on the abilities and needs of pupil's including: -

- Relationships
- Values, rights, culture and sexuality
- Self-awareness – who am I? What can I do?
- Identifying and naming body parts
- Understanding Gender.
- Staying safe & privacy
- Family and friends – who do I know?
- Skills: choosing, making decisions, saying yes and no
- Human body and development
- Sexual and reproductive health

- Preparation for puberty – periods (at appropriate age)

In the Secondary aged classes, the areas covered within the Primary department will be reinforced and other areas will be added, depending upon the students' ability to understand them, as part of a Personal and Social Health Education programme, as well as part of National Curriculum Science, MAY BE covered depending on the abilities and needs of pupils, including: -

- Private body parts; identification and correct names
- Body changes, growing up, puberty
- Privacy
- Skills, choosing, decision making, assertiveness
- Menstruation and masturbation: coping with changes
- Friendships: same sex, opposite sex

In the secondary and tertiary departments appropriate work will continue according to the profile of pupils individual needs, as a class and department and depending on the abilities and needs of pupils MAY include: -

- Sexual intimacy
- Sexual relationships
- Pregnancy, birth and contraception
- Sexually transmitted diseases

Staff will decide on the most effective teaching approaches to use in the classroom, dependent on the needs and abilities of the pupils on an individual, group, class and department basis. The Governing Body believes that learning about personal matters is increased if pupils learn in a small supportive group where they feel safe. The Governing Body also believe that teaching sex education to pupils who have difficulty understanding concepts means that teaching may need to include more opportunities for repetition and reinforcement, than that at certain other schools. The Governing Body support the use of correct words for body parts and functions, and of visual material which is clear and unmistakeable.

Sex education will be taught by teachers, who may decide to work on a team basis. There will be times when gender groups will need to work alone, and other times when pupils will be grouped according to their development and maturity. No teacher will be expected to undertake specific sex education teaching without the support of colleagues in the school, and of attendance at training courses as necessary. However, the Governing Body will not insist that a teacher who has strong reservations about providing sex education takes part in the programme. On some occasions the school may work in partnership with other agencies e.g. community nurses, psychologists, other schools and community projects.

The Governing Body expect non-teaching staff, who have much experience of the pupils' abilities and needs, to be involved in planning, taking part and evaluating classroom work, although the overall responsibility rests with the teaching staff.

In classes in the Secondary and Tertiary department specific times may be set aside for the programme. In the Primary department it will be more appropriate to integrate the PSHE programme with other

work in a thematic approach. However, this will still need careful planning. Continuity and a common approach throughout the school will be essential.

Pupils with severe learning difficulties are not excluded from the programme. Using appropriate methods, they will experience most of the basic content including; self awareness, body parts recognition, privacy.

The most valuable resource in the education of our pupils is to be found in the understanding, experience, skills and creativity of school teaching and non-teaching staff. Multi-sensory activities have been developed and a bank of resources and lesson plans have been created, teachers are encouraged to add to these as further resources are developed. These include Attention Autism sessions and social stories. The use of everyday objects and opportunities can be used in the teaching programme and to avoid confusing pupils, some explicit resources will be needed: illustrative material; cut outs of bodies and body parts; and anatomically correct models. In this event, parents and carers will be invited to meet the staff who plan and deliver the programme.

The Governing Body expect all staff who work with pupils in the context of personal care and development to treat every student as an individual with dignity and respect. Staff will make a conscious effort to discourage older students from behaviour which is inappropriate to their age.

The Governing Body are aware that for many parents the whole issue of sexual development is a sensitive one. Consequently, every opportunity will be taken to inform and involve parents and carers: -

- By making our commitment clear in the school prospectus.
- By reporting on sex education in the Annual Report to parents.
- By inviting parents to discuss personal development at Annual Review meetings, Parent Evenings or additional meetings.
- By inviting parents to a meeting prior to an explicit programme of work where resources are available, and their use explained.

Parents have the right to withdraw their children from sex education, although not from those elements which are in National Curriculum Science. If a parent wishes to withdraw a child, they are asked to discuss it with the Headteacher or Deputy Headteacher, to be clear about what they will do when withdrawn from lessons.

Link to other school policies

- Safeguarding
- Anti-Bullying
- Health Schools
- Intimate Care Guidelines
- Special Educational Needs
- Whole School Curriculum

Review

This Policy will be reviewed by the Governing Body every three years, or sooner if statutory guidelines change.

Ysgol Bryn Derw RSE curriculum

RSE provision at Ysgol Bryn Derw has been informed by the Welsh Guidance and UNESCO's Technical Guidance with support from Paul Bray.

What is Relationships and Sexuality Education R.S.E?

Humans are social beings and healthy relationships are a vital component of establishing and maintaining good physical, mental and emotional health. RSE explores the interconnected ways in which a wide and diverse range of social, cultural, technological and biological influences affect that ability to form and maintain positive relationships.

Understanding how relationships are formed, developed and maintained enables us to develop the skills and attitudes that allow us to create healthy relationships of our own. It support young people to develop the knowledge and skills needed to effectively navigate these rapidly changing influences and establish respectful, fulfilling relationships throughout their lives. These may include family relationships, friendships, professional relationships and sexual relationships.

RSE is an important element in creating a whole school approach to support overall physical, mental and emotional health and well-being.

The change in name to RSE reflects the internationally recognised World Health Organisation standards for sexuality education. This definition seeks to encourage schools to take a joined up approach to education around relationships and the broader range of topics included under sexuality.

The legal obligations surrounding RSE

While the Welsh guidance encourages schools to think more broadly about the way they integrate this area of study into the curriculum, it does not change its statutory underpinnings. In legislation, the reference is to the inclusion of sex education in the school curriculum.

Special schools must include provision for sex education for all registered learners who are provided with secondary education at the school.

RSE guidance maps progression across 8 thematic areas:

1. Relationships

- Developing a positive attitude towards self and others including developing self-concept and self-esteem
- Developing effective communication skills including elements of non-verbal communication such as personal space and body language
- Relationships; family, friends, school staff, future work colleagues and potential sexual partners
- Identifying Healthy Relationships and Unhealthy relationships

2. Understanding gender
 - Differences between males and females
 - Sexuality and gender
 - Identifying as transgender or non-binary
3. Human body and development
 - Vocabulary to discuss feelings and one's body (including the correct name for genitals)
 - How we change as we grow up; we all need to be prepared for puberty
4. Values, rights, culture and sexuality
 - Differences in family construction; what makes a family?
 - Cultural and Religious differences to sexuality and relationships
5. Skills for Health and Well-being
 - How to look after our bodies; personal hygiene and health screening
 - Good touch, bad touch and necessary touch
 - Masturbation
6. Staying safe
 - Public and Private places
 - How to keep ourselves safe and be assertive
 - Who to talk to and ask for help or support
 - The importance of consent to touch another person's body or have someone touch us
7. Sexuality and Sexual behaviour
 - Public and private behaviour, modesty and privacy
 - Understanding reciprocated feelings and non-verbal messages
 - Appropriate and inappropriate touch of self and others
8. Sexual and reproductive health
 - Reproduction and how to prevent pregnancy
 - Sexually transmitted infections and how they can be prevented

P2i

Area	Learning objectives	
Relationships	<p>To experience / explore / respond / react / anticipate / tolerate / encounter</p> <p>To experience and respond to a familiar people through vision and or sound.</p>	<p>To calm or be soothed with movement from another person e.g. rocking</p> <p>To respond to trusted adult by calming, relaxing and / or becoming more engaged</p>
Understanding Gender	<p>To encounter people of different gender</p>	<p>Can differentiate between very familiar adults (e.g. shows increased pleasure when favourite adult interacts with them)</p>
Human body & Development	<p>To mouth parts of their body</p> <p>To experience touches or movement of body parts</p>	<p>To recognise that hands and feet are part of self</p> <p>Shows understanding of on-body signs for more, stop, finish, used within familiar routines</p>
Values, Rights, Culture and Sexuality	<p>To encounter people of different gender</p>	<p>Can differentiate between very familiar adults (e.g. shows increased pleasure when favourite adult interacts with them)</p>
Skills for health and wellbeing	<p>To recognise and respond to a familiar object in a daily routine</p> <p>To reinforce a choice / understanding with a repeated response i.e. smiling</p>	<p>To touch warm soapy water without protest</p> <p>To experience touches or movement of body parts</p> <p>Shows understanding of on-body signs for more, stop, finish, used within familiar routines</p>
Staying safe	<p>To tolerate being dressed / undressed</p>	<p>To experience touches or movement of body parts</p> <p>Shows understanding of on-body signs for more, stop, finish, used within familiar routines</p>
Sexuality and sexual behaviour	<p>To show pleasure</p> <p>To communicate likes / dislikes</p> <p>To demonstrate a preference</p>	<p>To communicate during a joint activity</p> <p>To show pleasure during a joint activity</p>
Sexual and reproductive health		

P2ii

Area	Learning objectives	
Relationships	<p>To accept help / comfort</p> <p>To demonstrate a preference of sensory stimuli – food, taste, texture</p> <p>To understand the term 'no' to something</p>	<p>To accept the term 'no'</p> <p>To sit by a peer in meal times / assembly / shared experiences</p> <p>To play a simple game</p>
Understanding Gender	<p>To gaze into a mirror</p> <p>To demonstrate awareness that they are a separate physical person to others</p>	<p>To encounter people of different gender</p>
Human body & Development	<p>'To initiate / copy simple actions</p> <p>To imitate / copy facial expressions</p>	<p>To shift gaze to the part of the body that is being touched</p>
Values, Rights, Culture and Sexuality	<p>To change a facial expression when hearing emotion in voices e.g. when a peer is crying / speaking in anger</p> <p>To make a choice from 2 objects offered</p> <p>To communicate a need / want / preference / pleasure / discomfort</p>	<p>To recognise and respond to own name</p> <p>To demonstrate a preference</p> <p>To demonstrate an awareness of ownership</p>
Skills for health and wellbeing	<p>To smile with enjoyment when helped to stand / move</p> <p>Will cease crying when the personal care activity is complete</p> <p>To recognise familiar routines</p> <p>To open their mouth in anticipation of teeth being brushed when toothbrush brought towards them</p> <p>To passively accept having hands washed</p>	<p>To tolerate / accept help to handle utensils</p> <p>To feed themselves</p> <p>To independently finger feed themselves</p> <p>To play an active role when dressing / undressing / toileting routine</p> <p>To define objects by use e.g. spoon for feeding, brush for hair</p>
Staying safe	<p>To show signs of frustration when unable to reach an object</p> <p>To communicate likes / dislikes</p>	<p>To recognise familiar surroundings</p> <p>To copy / imitate simple actions / facial expressions</p>
Sexuality and sexual behaviour	<p>To demonstrate sadness through expressions and body language when people upset them</p>	
Sexual and reproductive health		

P3i		
Area	Learning objectives	
Relationships	<p>To demonstrate enjoyment of spending time with a friend / person</p> <p>To sustain concentration for a short period</p> <p>To play alongside a peer</p>	<p>To attend an adult led group activity with 1 other peer</p> <p>Seeks eye contact</p> <p>To smile / laugh with enjoyment when working with a familiar member of staff</p>
Understanding Gender	<p>To play alongside a peer</p> <p>To recognise familiar people</p>	<p>To look for a familiar adult</p>
Human body & Development	<p>To attend to everyday sounds</p>	
Values, Rights, Culture and Sexuality	<p>To recognise familiar faces / voices</p>	<p>To acknowledge their own name by stopping and facing the sound when they have it spoken</p>
Skills for health and wellbeing	<p>To recognise the daily routine</p> <p>To be awareness of sequence of events</p> <p>To accept teeth being brushed</p> <p>To anticipate the routine of getting dressed and undressed</p>	<p>To demonstrate an awareness of the routine when</p> <ul style="list-style-type: none"> • Getting dressed • Personal hygiene • Shoes
Staying safe	<p>Same as P2ii but with consistency</p> <p>To follow simple instructions</p> <p>To actively explore his environment</p>	<p>To recognise familiar voices</p> <p>To go to an adult for help / support</p>
Sexuality and sexual behaviour	<p>To anticipate the result of an action</p> <p>To initiate appropriate physical contact</p> <p>Is aware of strangers</p>	<p>To show sympathy / awareness of someone being upset</p> <p>To seek eye contact</p> <p>To respond to physical contact with happy facial expressions when playing with others</p>
Sexual and reproductive health		

P3ii

Area	Learning objectives	
Relationships	<p>Is aware of parting from other and accepts when they move away</p> <p>Vocalises in order to request interaction / extend interaction</p>	<p>To work alongside a peer</p> <p>To tolerate sharing equipment when playing alongside a peer</p>
Understanding Gender		
Human body & Development	To engage in play of household activities	
Values, Rights, Culture and Sexuality	To greet familiar adults	To communicate consistent preferences with emotional responses when choices are provided
Skills for health and wellbeing	<p>To demonstrate independence within the dressing and undressing routine</p> <p>To participate more actively in the dressing / undressing process</p> <p>To push legs through trousers or pants with assistance</p>	<p>To identify bathroom objects by pointing / looking at them</p> <p>To remember a washing / drying action over time</p>
Staying safe	<p>To communicate feelings about an event to a familiar adult</p> <p>To seek help when upset</p> <p>To be aware of strangers</p>	To understand the meaning of the word 'no' by responding when it has been exclaimed by a member of staff
Sexuality and sexual behaviour	<p>To greet familiar adults in a conventional manner</p> <p>To discriminate between friendly and angry voices</p> <p>To share an object with a friend</p>	<p>To anticipate physical contact with a heightened emotional response when working with a member of staff</p> <p>To show pleasure in a joint activity</p>
Sexual and reproductive health		

P4

P4		
Area	Learning objectives	
Relationships	<p>To express a range of emotions</p> <p>Takes part in cooperative play with a member of staff</p> <p>Accepts assistance to overcome frustration</p> <p>Greets familiar peers</p>	<p>Looks to a member of staff for support</p> <p>To look to a member of staff for support if they feel pain / discomfort</p> <p>To demonstrate social emotions e.g. sympathy for someone who is hurt</p> <p>Gives familiar people a name</p>
Understanding Gender	To give familiar people a name	To recognise self in mirror
Human body & Development	<p>To pull faces with peers</p> <p>To point to body parts when named</p> <p>Cries / shouts when they have hurt themselves</p> <p>Wants to look at an area on their body that hurts</p>	<p>Recognises they are bleeding from a cut</p> <p>To recognise that blood from a cut needs attending to</p> <p>To identify which part of the body hurts</p>
Values, Rights, Culture and Sexuality	<p>To express a range of emotions</p> <p>To greet familiar peers, to give familiar people a name</p> <p>To recognise basic feelings such as happiness</p>	<p>To combine sound and gestures to indicate a need</p> <p>To show when they have had enough of an activity</p> <p>To communicate a strong 'no!' to unwanted activities</p>
Skills for health and wellbeing	<p>To show some independence dressing / undressing</p> <p>To initiate awareness of dressing / undressing routine and doing so independently</p> <p>To gain further independence in feeding / drinking / personal care</p> <p>To follow a one-step instruction when getting dressed / undressed</p>	<p>To demonstrate an understanding of words associated with mental health</p> <p>Understands simple words related to physical health e.g. pain, cut</p> <p>Answers yes/no questions using words, signs / symbols when being asked about their health</p> <p>Attempts to clean teeth independently</p>
Staying safe	<p>To give familiar people a name</p> <p>To accept the word 'no' in some situations</p> <p>To accept help & look to staff for support</p> <p>To show when they have had enough of an activity</p>	<p>To make their feelings known to a member of staff</p> <p>Identifies the words 'doctor' and 'nurse' relate to health care</p> <p>To indicate the need for help with words, gestures / symbols</p>
Sexuality and sexual behaviour	<p>To accept the word 'no' in some situations</p> <p>Indicates if help is acceptable</p> <p>To respond to praise / criticism</p>	<p>To tolerate and not be distracted by another person playing / being close by</p> <p>To demonstrate restraint when told to leave an enjoyable activity</p>
Sexual and reproductive health		

P5

Area	Learning objectives	
Relationships	<p>To ask for specific help to locate a person / object</p> <p>To walk alongside a peer</p>	<p>To play alongside a peer in role play</p> <p>To move away from members of staff in a new environment</p>
Understanding Gender	<p>To name own sex</p>	
Human body & Development	<p>To name own sex</p> <p>To repeat an action that created laughter</p>	<p>To recognise the names of smaller body parts i.e. elbow</p>
Values, Rights, Culture and Sexuality		
Skills for health and wellbeing	<p>To show an awareness of the purpose of equipment</p> <p>To use equipment appropriately</p>	<p>To show an awareness of routine – meal time, bed time, home time</p> <p>Verbalises feelings of anger, fear, happiness, love, sadness</p>
Staying safe	<p>To ask for help with a personal problem</p> <p>To ask for help when they are hurt</p>	<p>To stop an action when told</p>
Sexuality and sexual behaviour	<p>To pull pants up and down</p> <p>To be aware of the feelings of others</p>	<p>To show some self-control when expressing strong feelings</p>
Sexual and reproductive health		

P6

Area	Learning objectives	
Relationships	To seek and begin to interact with specific peers	To demonstrate empathy for others
Understanding Gender	To identify members of the opposite sex and their own sex	
Human body & Development	To wash themselves in the bath To point to the main features on a person's body when asked	To identify the normal place of sanitary products in the bathroom
Values, Rights, Culture and Sexuality	To play for a short time with peers and siblings To know others have their own belongings To demonstrate an awareness of something they have done is wrong	To comprehend the meaning of the terms 'accidental' and 'deliberate' To express likes and dislikes To verbalise feelings – happy, angry, love, scared, sad, upset
Skills for health and wellbeing	To start an interaction with peers in some situations To put on their clothes with help To independently put on their socks	To show some self-control when expressing feelings To brush the correct area of the mouth when asked to brush the top and bottom set of teeth
Staying safe	To accept boundaries To remove themselves from an unpleasant situation To ask for help when they are hurt	To wait for help when they have a problem To state how old they are
Sexuality and sexual behaviour	To clap hands to show appreciation	To respond to a member of staff's reaction to own action
Sexual and reproductive health	To express emotions towards another using words, not just actions	

P7

P7		
Area	Learning objectives	
Relationships	<p>To respond to other people's ideas</p> <p>To approach a group they'd like to join</p> <p>To ask a familiar peer to join a game</p> <p>To ask if they can join an activity</p>	<p>To accept that others might join their activity</p> <p>To share a member of staff with other peers</p> <p>To attend to an unfamiliar person when their own name is called</p> <p>To identify someone who they can speak to when either they or someone is upset</p>
Understanding Gender	To identify the gender of others	
Human body & Development	<p>To wash own arms and legs in a bath</p> <p>To wash hands and face with soap and water</p> <p>To demonstrate some awareness that nose needs wiping</p>	<p>To move to the bathroom to change sanitary products with reminders</p> <p>To use language related to body parts</p> <p>To answer questions about their pain / discomfort with verbal prompting</p>
Values, Rights, Culture and Sexuality	<p>To listen to why what they have done is wrong / right</p> <p>To declare that something is not fair</p>	To state their full name when asked
Skills for health and wellbeing	<p>To put on coat / shirt / trousers</p> <p>To identify front of clothes</p> <p>To zip up zips</p> <p>To stab food with a fork</p> <p>To close Velcro fastening, To unbutton buttons</p>	<p>To fasten large buttons</p> <p>To get a drink of water from a tap</p> <p>To recognise they should clean their teeth in the morning and before bed</p> <p>To express their feelings in a range of ways e.g. creatively verbally.</p>
Staying safe	<p>To say 'no'</p> <p>To make choices between non-tangibles</p> <p>To stay with known adult when out</p>	<p>To demonstrate an awareness of danger</p> <p>To recognise when it is appropriate to dress / undress</p>
Sexuality and sexual behaviour	To express their feelings in a controlled manner	
Sexual and reproductive health	<p>To demonstrate an awareness that not everyone feels like they do</p> <p>To accept a simply physical examination by a health professional without protest</p>	

P8

P8		
Area	Learning objectives	
Relationships	<p>To enthusiastically play with peers</p> <p>To engage with 2 / 3 others spontaneously</p> <p>To cooperate with a peer using a single piece of equipment</p> <p>To demonstrate a sense of humour</p> <p>To share an adult with 3-5 peers / 10 peers</p>	<p>To engage with peers without a member of staff present</p> <p>To contribute to adult conversation</p> <p>To express their views</p> <p>To offer comfort or support to others</p>
Understanding Gender	<p>To identify the sex of peers</p> <p>To communicate about themselves as an individual with their own ideas and feelings</p>	<p>To demonstrate an understanding that people have different names for their private parts</p>
Human body & Development	<p>To identify some things that are unhealthy</p> <p>To identify some familiar foods that are healthy</p> <p>To identify that food helps run their body</p> <p>To name some parts of their body</p>	<p>To use sanitary products with verbal and physical prompts</p> <p>To name some of the external parts of the body including the penis and vagina</p> <p>To use sanitary products with verbal and physical prompts</p>
Values, Rights, Culture and Sexuality	<p>To accept that they can't do what they want</p> <p>To show consideration towards others</p> <p>To help a peer to complete a task that they found difficult</p> <p>Likes to make own decisions</p>	<p>To demonstrate that not everyone thinks like they do</p> <p>To show some awareness that others ideas, though different, are not wrong</p> <p>To show some awareness of the feelings of others</p> <p>To realise what they do affects others</p>
Skills for health and wellbeing	<p>To thread tongue through buckle</p> <p>To dress self in sequence</p> <p>To cut, stab and move food using cutlery appropriately but not always efficiently</p> <p>To wash hands independently after going to the toilet</p>	<p>To undress and redress when using the toilet independently</p> <p>To identify the different kinds of behaviour associated with specific emotions e.g. laughing- happiness, tears – sadness, shouting – anger etc</p> <p>To describe how they feel in different circumstances</p>
Staying safe	<p>To understand the term 'stranger danger'</p> <p>To show an awareness of safety when using tools</p> <p>To talk about common dangers</p> <p>To know the number of their house and the name of their street</p>	<p>To identify the month in which their birthday occurs</p> <p>To identify private parts of their body</p> <p>To identify modesty and privacy by closing toilet doors</p> <p>To identify their own belongings</p>
Sexuality and sexual behaviour	<p>To accept that activities take place in specific places</p> <p>To collect the correct equipment</p> <p>To express their feelings</p>	<p>To initiate activity</p> <p>To identify the sex of peers</p>
Sexual and reproductive health	<p>To express anger without being aggressive or over demonstrative</p> <p>To want to please</p>	<p>To recognise when it is appropriate to undress if they have a pain / discomfort they wish to check or have checked</p>

NC1

Area	Learning objectives	
Relationships	<p>To discuss cheating in a small group</p> <p>To talk about who helps us in school</p> <p>To share materials with others so everyone can do the task required</p>	<p>To identify things people belonging to a community do together</p>
Understanding Gender	<p>To identify some physical similarities / differences between themselves and peers</p>	<p>To identify pictorial signs e.g. male/female toilets</p>
Human body & Development	<p>To explain how they know that they grow</p> <p>To draw a human with the main body features</p> <p>To name the main parts of the face</p> <p>To draw a face with the main features</p> <p>To name the main external parts of the body</p>	<p>To communicate the differences between themselves and others in class</p> <p>To use sanitary products with verbal prompt</p> <p>To name and label the main external parts of the body</p> <p>To name and label main parts of their face</p>
Values, Rights, Culture and Sexuality	<p>Listens to advice but likes to make own decisions</p> <p>To accept they cannot always do what they want</p> <p>To describe how they feel in difference circumstances</p>	<p>To name important people in their life</p> <p>To suggest how important people in their life should care for each other</p> <p>To state their date of birth (day and month)</p>
Skills for health and wellbeing	<p>To respond to questions about specific healthy issues</p> <p>To make clear statements giving basic information about health concerns</p> <p>To identify ways they can feel better physically / mentally</p> <p>To identify that teeth should be brushed twice a day</p> <p>To identify that they should visit a dentist to have their teeth checked</p>	<p>To describe the ways in which they keep their body clean and healthy</p> <p>To turn the tap / shower on and adjust, with the water coming out at an appropriate speed and temperature</p> <p>To describe ways in which they can keep their body clean and healthy</p> <p>To give examples of different ways they can keep themselves clean</p> <p>Is aware of the importance of washing themselves</p>

	<p>To identify exercise or choices they make to keep themselves healthy</p> <p>To know what clothes they wear in each season</p>	<p>Know the use of soap, shampoo, toothpaste, flannel</p>
Staying safe	<p>Suggests who a stranger might be</p> <p>Role plays a call to emergency services</p> <p>To explain how minds and bodies can be hurt</p> <p>To identify someone they can speak to when they are upset</p> <p>To identify unsafe places to go and why</p> <p>To identify ways to protect their personal space from inappropriate invasion</p> <p>To identify people in uniform e.g. police, nurse</p>	<p>To discuss who they can approach safely in public</p> <p>Understands the terms truth / lie, give / take, good / bad, right / wrong</p> <p>To give an example of people who help them with health concerns</p> <p>To identify who might ask for personal information i.e. doctor</p> <p>To know who to go to when feeling sad / angry</p> <p>To identify the number to phone in a medical emergency is 999</p>
Sexuality and sexual behaviour	<p>To identify feelings e.g. loss when important things go missing</p> <p>To demonstrate awareness of the needs of others</p>	<p>To explain the difference between feelings and describes reasons they would feel them</p> <p>To show pleasure in completing a set task</p>
Sexual and reproductive health	<p>States that babies grow in their mother</p> <p>To give examples to physical contact that makes them feel comfortable</p> <p>To describe how to respond to physical contact</p> <p>To recognise the activities or people that make them feel happy</p>	<p>To recognise that it is normal and acceptable to feel different emotions using the appropriate names</p> <p>To identify emotions of others when looking at facial expressions</p>

NC2

Area	Learning objectives	
Relationships	<p>To identify some similarities and differences in peoples likes and dislikes</p> <p>To demonstrate an awareness when their behaviours is inappropriate</p> <p>To identify ways in which they can tell if people are happy or sad</p>	<p>To identify what makes them feel happy / sad</p> <p>To identify the communities to which they belong</p> <p>To identify different types of relationship</p>
Understanding Gender	<p>To explain why it is wrong to treat people differently because of their differences e.g. gender</p>	
Human body & Development	<p>To understand the human life cycle- baby/child/adult</p> <p>To recognise that a balanced diet helps us remain healthy</p> <p>To understand that exercise helps humans to stay healthy</p> <p>To identify is something does not look or feel right with their genitals</p>	<p>To identify differences between different sanitary products</p> <p>To identify different shops that sell sanitary products</p> <p>Identifies what to do if they have no sanitary products with them</p>
Values, Rights, Culture and Sexuality	<p>Accepts that everyone has a right to an opinion</p> <p>To state a clear preference and give generally clear reasons</p> <p>To listen to others expressing their preferences</p> <p>To understand the terms good/bad, right / wrong</p> <p>To compare different feelings e.g. sad / cross</p>	<p>To express their feelings about what they are asked to do</p> <p>To identify that they feel their dignity has been maintained</p> <p>To state their date of birth (day, month and year)</p> <p>To state their address including their house number, street and town</p>
Skills for health and wellbeing	<p>To communicate their feelings and opinions regarding their health concerns</p> <p>To identify ways to maintain their dental health</p> <p>To list simple routines to help stop the spread of germs</p>	<p>To suggest 3 healthy snacks, healthy meals and healthy desserts</p> <p>To join discussions about choices they make relating to healthy</p> <p>To list foods and water necessary for humans to survive</p>

	<p>To identify how a range of situations can make them feel</p> <p>To identify a healthier choice when offered a range of options concerning physical and mental health</p>	<p>To identify ways to keep clean when menstruating</p> <p>To describe the importance of hygiene</p>
Staying safe	<p>Suggests simple ways to avoid unsafe situations</p> <p>To give examples of who to go to if they witness / experience bullying behaviour</p> <p>To classify a range of behaviours associated to different situations as right and wrong</p> <p>Recognises that a health professional is someone who they should share their personal information with e.g. as a safe stranger</p> <p>Lists safe people to be with</p>	<p>To identify strategies to use if they feel threatened</p> <p>Suggests ways they can keep themselves safe in different places</p> <p>To recognise safe and unsafe situations</p> <p>To identify good and bad secrets</p> <p>To identify the different emergency services</p>
Sexuality and sexual behaviour	<p>To identify ways to make others happy</p> <p>Knows it is wrong to treat people differently because of their genders, sex, or sexuality</p>	<p>To recognise a range of emotions in themselves</p>
Sexual and reproductive health	<p>To identify simple ways they can avoid spreading or catching germs</p> <p>To describe ways they can catch germs</p> <p>To identify that bacteria and viruses can affect health, giving simple reasons</p> <p>To list simple routines to help stop the spread of germs</p>	<p>To identify that humans have babies</p> <p>Notices a change in their health that is not noticeable</p> <p>To identify how they try to manage a range of feelings in different circumstances</p>