



InMAT

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1. Aims

The aims of relationships and sex education (RSE) at our academies 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

- Help pupils develop feelings of self-respect, confidence and empathy

- Create a positive culture around issues of sexuality and relationships

- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

All InMAT Schools teach RSE as set out in this policy.

All InMAT schools teach sex education, in addition to the science curriculum, to Year 6 pupils

3. Policy Scope

This policy applies to all academies in the Trust. The policy refers to Primary Schools, please note that for our Infant Schools, they will be focusing on Reception, Year 1 and Year 2 only.

In the academies, the curriculum will provide the building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

It is the responsibility of all individuals in the Trust to familiarise themselves with this policy and comply with its provisions.

4. Legal and Regulatory Framework

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

- Relationship education, sex and relationship education and health education 2020.
- Keeping children safe in education 2020
- Behaviour and discipline in schools 2016
- Mental health and behaviour in schools 2018
- Sexual violence and sexual harassment between children in schools 2018
- The SEN Code of Practice 2015
- The Equality Act 2010

5. Policy development

Each academy will consult with parents and pupils to agree the following:

- Details of content and when each topic is taught, taking account of the age of the pupils
- Who delivers either Relationship Education or Relationship Sex Education
- How the policy has been produced and how it will be kept under review in both cases working with parents
- How delivery of the content will be made accessible to all pupils including those with SEND
- Explanation of the right to withdraw

6. Definition

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.

7. Curriculum

We have developed the curriculum in consultation with parents, pupils, and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings ➤
- How a baby is conceived and born

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

8. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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

For more information about our RSE curriculum, see Appendices 1 and 3.

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

9. Roles and responsibilities

The Board of Trustees

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

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the nonstatutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Those responsible for teaching RSE in our academies are:

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| Name of teacher | |
| Name of teacher | |

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| Name of teacher | |
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Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

10. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

If the request is agreed, alternative work will be given to pupils who are withdrawn from sex education.

11. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring arrangements

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

- Individual schools monitoring arrangements.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Local Academy Committee (LAC) members should monitor the delivery and impact of RSE. Trustees will receive feedback from LACs

This policy will be reviewed by InMAT every year.

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

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

| | |
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| <p>Families and people who care about me</p> | <p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> |
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| <p>Caring friendships</p> | <p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> |
| <p>Respectful relationships</p> | <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> |
| | <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> |

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| <p>Online relationships</p> | <p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p> |
| <p>Being safe</p> | <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p> |

Appendix 2: Parent form – withdrawal from sex education within RSE

To be completed by the parents

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| <p>Name of Child:</p> | | <p>Class</p> | |
|-----------------------|--|--------------|--|

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| | | | |
| Name of Parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent Signature | | | |

To be completed by the school

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| Agreed actions from discussion with parents | |

Appendix 3: Our Curriculum Map for PSHE / SRE

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-----------|--|---|---|---|---|--|
| | Me and My Relationships | Valuing Difference | Keeping Myself Safe | Rights and Responsibilities | Being My Best | Growing and Changing |
| Reception | <ul style="list-style-type: none"> Identifying things we are good at and things we like to do Recognising how we look different and the same as others in our class Our favourite things People who are important to us in our families and at school Who can help us when we need help Hand of Trust Things we can do to cheer us up when we are sad | <ul style="list-style-type: none"> Things that are the same and thing that are different about us Different kinds of families Different kinds of homes that people live in Being kind and saying kind things to others Being friendly and playing with someone new | <ul style="list-style-type: none"> Things we put onto our bodies to keep ourselves safe Knowing what is safe to put into our bodies, including medicines Safety at home and outside Identifying if common situations are unsafe or safe What to do if we feel unsafe | <ul style="list-style-type: none"> Looking after our special people Caring for our environment Looking after money | <ul style="list-style-type: none"> Bouncing back when things go wrong Eating different types of foods and the jobs these foods do for our bodies Different ways to exercise Bedtime routines and the importance of sleep | <ul style="list-style-type: none"> The cycle of the seasons throughout the year Life cycles of plants and animals The main stages of the human life cycle from baby to old age Babies come from a woman's tummy How our bodies have grown and changed since we were a baby How and why boys and girls bodies are different |
| Year 1 | <ul style="list-style-type: none"> Why we have classroom rules Body language and facial expressions Feelings and behaviour Recognising peoples bodies and feelings can be hurt Being part of a family, group or community Qualities of friendship | <ul style="list-style-type: none"> Differences and similarities between people Difference between unkindness, teasing and bullying How school rules keep us safe Our special people What is fair and unfair, kind and unkind | <ul style="list-style-type: none"> How food, exercise and sleep are important parts of being healthy Who can help us when we feel unsafe Feelings associated with losing something What medicines are for and the safety around medicines and their use NSPCC PANTS rule | <ul style="list-style-type: none"> Personal hygiene routines Caring for the school environment Taking care of belongings and living things Where people get money from and what it can be spent on Looking after our money | <ul style="list-style-type: none"> Eating fruit and vegetables everyday How diseases can spread and how to prevent them from spreading Learning new skills takes practice and some opportunity to fail Giving and receiving positive feedback Recognise how a person's behaviour can effect someone else | <ul style="list-style-type: none"> Name major internal body parts Know how to meet the basic needs of a baby Things we could do as a baby, toddler and now What to do if we experience or witness bullying Differences between secrets and surprises Identify parts of the body that are private Ways to keep private parts private |

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| <p style="text-align: center;">Year 2</p> | <ul style="list-style-type: none"> ▪ Creating and agreeing classroom rules ▪ Using different words and ways to express their feelings ▪ Understand the difference between bullying and teasing ▪ Strategies for dealing with bullying ▪ Knowing friendship is a special kind of relationship and how to be a good friend | <ul style="list-style-type: none"> ▪ Physical and non-physical differences between people ▪ Explaining why our special people are special to us ▪ Suggesting and using strategies when someone feels left out ▪ Describing acts of kindness and unkindness and the effect they have on people's feelings ▪ Strategies for dealing with common playground problems | <ul style="list-style-type: none"> ▪ Recognising the things we can do to make ourselves feel better when we are ill, including the safe use of medicines ▪ Identify situations where we would feel safe and unsafe ▪ Recognising that body language and facial expressions can help us to see if someone feels safe ▪ NSPCC PANTS rule | <ul style="list-style-type: none"> ▪ Strategies for getting on with others in the classroom ▪ Getting help in the community and making an emergency 999 call ▪ How we can help to look after our school environment ▪ Saving money | <ul style="list-style-type: none"> ▪ How we learn and apply positive mindset strategies ▪ Making healthy choices for ourselves ▪ The role of vaccines to prevent certain illnesses ▪ Dental hygiene ▪ Names and roles of major internal body parts | <ul style="list-style-type: none"> ▪ Feelings associated with losing and being reunited with someone we are close to ▪ Identify the different stages of growth and some of the things people can do at each stage ▪ Naming and labelling parts of the body, including the genitals ▪ What genitals are for ▪ Different types of privacy and respecting privacy |
| <p style="text-align: center;">Year 3</p> | <ul style="list-style-type: none"> ▪ Exploring why we have rules and why they are sometimes different for different age groups and places ▪ Understanding the feelings we might have if a special pet dies ▪ How to cooperate and collaborate in groups ▪ Understanding the relationships we have with special people ▪ How to use simple strategies to resolve conflict ▪ Understanding dares and strategies to use if we feel uncomfortable or unsafe by someone asking us to do a dare ▪ Expressing opinions and listening to those of others ▪ Identify qualities of friendship and strategies for making up with a friend | <ul style="list-style-type: none"> ▪ Recognising different types of families, including adoption, fostering and same-sex relationships ▪ Identifying the different communities we belong to ▪ Listening and responding respectively to others ▪ Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds ▪ Knowing that repeated name calling is a form of bullying and strategies for dealing with it ▪ Understand what it means to have prejudice views | <ul style="list-style-type: none"> ▪ Identify situations where we would feel safe and unsafe and strategies for keeping safe ▪ Understanding the difference between danger and risk and strategies for dealing with a risky situation ▪ The key risks from and effects of cigarettes and alcohol ▪ Recognising potential risks associated with browsing online and strategies for safe online browsing ▪ Recognising appropriate and safe behaviour online ▪ Identifying what personal information is and when it is not appropriate or safe to share this ▪ Strategies for assessing risk and making decisions ▪ Ways that medicines can be helpful and harmful | <ul style="list-style-type: none"> ▪ Volunteers in the school community ▪ Key people who are responsible for keeping us safe and healthy in different places ▪ Different ways of looking after the school environment ▪ Understanding 'income', 'saving' and 'spending' ▪ Earning money | <ul style="list-style-type: none"> ▪ Understand the importance of eating a healthy balanced diet ▪ Hygiene routines that help to reduce the risk of spreading infectious illnesses ▪ Identify own achievements and areas of development ▪ Developing ways to work collaboratively ▪ Recognising our own talents and those of others in the class | <ul style="list-style-type: none"> ▪ Things that make a healthy, positive relationship and how we can achieve them ▪ NSPCC PANTS rule ▪ Explain the terms 'secret' and 'surprise' and know the difference between a safe and unsafe secret ▪ Understand that marriage is a commitment to be entered into freely ▪ Recognise that marriage includes same sex and opposite sex partners ▪ Know the legal age for marriage in England ▪ Identify the reasons a person might want to be married, or live together, or have a civil ceremony |

Year 4

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| <ul style="list-style-type: none"> ▪ Understand how are feelings can affect our physical state ▪ Explain what we mean by a 'positive, healthy relationship' ▪ Using assertive strategies for saying 'no' to a friend ▪ Demonstrate collaborative strategies ▪ Recognise that different people can have different feelings in the same situation ▪ Demonstrate a range of feelings through our facial expressions and body language ▪ Identify strategies to respond to being bullied | <ul style="list-style-type: none"> ▪ Understand how we can negotiate and compromise to manage conflict ▪ NSPCC PANTS rule ▪ Recognise the different relationships we have and how this influences what we share ▪ Recognise potential consequences of aggressive behaviour ▪ Understand what respect is and ways to show respect ▪ Understand and identify stereotypes | <ul style="list-style-type: none"> ▪ Identify danger, risk and hazards in situations ▪ Explain strategies for safe online sharing ▪ Strategies for managing dares ▪ Explain safety issues for medicine use ▪ Explore why people choose not to smoke and not drink alcohol ▪ Know how to identify and manage risk in situations ▪ Know we can be influenced both positively and negatively ▪ Explore good and bad consequences of decisions | <ul style="list-style-type: none"> ▪ Explain how different people in the school and local community help us to stay healthy and safe ▪ Identify some of the rights and responsibilities of children ▪ Understand the ways we can contribute to the decision-making process in school ▪ Recognise that reports in the media can influence the way we think about a topic ▪ Recognising how we can influence the outcome of situations by our actions ▪ Understand ways that environmental organisations work to help to take care of the environment ▪ Identify some of the expenditures in the home and school ▪ Explain who pays taxes and what they are for | <ul style="list-style-type: none"> ▪ Identify and appreciate our own uniqueness ▪ Recognise choices we make for ourselves and choices others make for us ▪ Make choices for a menu considering the Eatwell Guide ▪ Understand the ways we can contribute to the care of the environment ▪ Identify ways different people support the school community | <ul style="list-style-type: none"> ▪ Identify changes that happen to people during their lives ▪ Recognising how the Learning Line can help us to manage change more easily ▪ Identify positive and negative feelings ▪ Understand how the onset of puberty can have an emotional and physical impact on us ▪ Identify parts of the body that females and males have in common and those that are different ▪ Know the correct terminology for genitalia ▪ Understand and explain why puberty happens ▪ Know that babies come from the joining of an egg and a sperm ▪ Know what happens when an egg doesn't meet a sperm ▪ Know the key facts of the menstrual cycle ▪ Understand that periods are a normal part of puberty for girls ▪ Identify some of the ways to cope with periods |
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Year 5

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| <ul style="list-style-type: none"> ▪ Explain ways to work collaboratively ▪ Describe ways to use negotiation and compromise to resolve conflict ▪ Reflect on our own friendship qualities ▪ Identify the qualities needed to make a healthy relationship ▪ Recognise that some relationships can be unhealthy ▪ Understand and practise assertiveness skills in different situations ▪ Understand that online communication can be misinterpreted | <ul style="list-style-type: none"> ▪ Identify key qualities of friendship ▪ Describe ways of making a friendship last ▪ Demonstrate respectfulness when responding to others ▪ Understand what discrimination and ways discriminatory behaviour can be challenged ▪ Explain the importance of mutual respect for different faiths and beliefs and how we can demonstrate this ▪ Understand and explain the difference between sex, gender identity, gender expression and sexual orientation ▪ Understand that information we see online is not always true or accurate ▪ Identify the consequences of positive and negative behaviour on themselves and others | <ul style="list-style-type: none"> ▪ Explain what a habitat is and why and how a habit can be hard to change ▪ Recognise positive and negative risks in situations ▪ Explain how to weigh up risk factors when making decisions ▪ Demonstrate strategies to deal with face-to-face and online bullying ▪ Suggest ways of standing up to someone who gives a dare ▪ Suggest what someone should do when they are faced with a risky situation ▪ Explain risks of being friends with a person online they have not met face-to-face ▪ Recognise disrespectful behaviour online and know how to respond to it ▪ Know that all medicines are drugs but not all drugs are medicines ▪ Understand ways in which medicines can be helpful or harmful and used safely and unsafely | <ul style="list-style-type: none"> ▪ Express their opinions on an issue concerning health and wellbeing ▪ Understand what biased reporting is and the need to think critically about the things we read ▪ Understand the difference between rights, responsibilities and duties ▪ Recognise the kind of work voluntary groups do and how it can make a difference in the community ▪ Explore influences and questions a consumer should ask before buying a product ▪ Define the terms loan, credit, debt and interest ▪ Know the public services that local councils are responsible for ▪ Understand that local councillors are elected to represent their local community | <ul style="list-style-type: none"> ▪ Know two harmful effects of smoking and drinking alcohol ▪ Explain the function of at least one internal organ ▪ Identify our own strengths and talents ▪ Identify areas for improvement and describe strategies for achieving them ▪ Explain what being part of a school community means to them ▪ Identify people who are responsible for helping them stay healthy and safe ▪ Recognise the way people are portrayed in the media isn't always a true reflection of them in real life | <ul style="list-style-type: none"> ▪ Use a range of words and phrases to describe the intensity of different feelings ▪ Explain strategies we can use to build resilience ▪ NSPCC PANTS rule ▪ Explain how someone might feel when they are separated from someone or something they like ▪ Identify some of the products we may need during puberty and why ▪ Know the correct words for external sexual organs ▪ Identify some of the myths associated with puberty ▪ Recognise the emotional changes that happen during puberty and how we can deal with these ▪ Identify situations when someone may need to break a confidence in order to keep someone safe ▪ Give examples of how bullying behaviours can be stopped |
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Year 6

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| <ul style="list-style-type: none"> ▪ Demonstrate positive strategies for negotiating and compromising within a collaborative task ▪ Suggest strategies for dealing with the challenges that arise from friendships, demonstrating the need for a respectful and assertive approach ▪ Demonstrate using assertive behaviours to resist peer influence and pressure ▪ Describe ways people show their commitment to each other ▪ Know the ages at which a person can marry, depending on whether their parents agree ▪ NSPCC PANTS rule ▪ Describe safe and respectful behaviours when using communication technology | <ul style="list-style-type: none"> ▪ Suggest strategies for dealing with bullying, as a bystander ▪ Demonstrate ways of showing respect to others, using verbal and non-verbal communication ▪ Explain the term prejudice ▪ Describe the benefits of living in a diverse society ▪ Describe the qualities of a strong, positive friendship ▪ Define what is meant by the term stereotype ▪ Challenge stereotypical gender portrayals of people | <ul style="list-style-type: none"> ▪ Identify strategies for keeping personal information safe online ▪ Explain the risks of sharing photos or videos of themselves with other people directly or online ▪ Know that drugs can have both medical and non-medical uses ▪ Understand the basic laws in relation to drugs ▪ Describe some of the effects and risks of drinking alcohol ▪ Know that all humans have basic emotional needs and explain some of the ways these needs can be met ▪ Understand how independence and responsibility go together | <ul style="list-style-type: none"> ▪ Know the legal age (and reason behind these) for having a social media account ▪ Describe the benefits of saving money ▪ Recognise different jobs have different levels of pay and the factors that influence this ▪ Explain the different types of tax (income tax and VAT) which help to fund public services ▪ Suggest actions that could be taken to live in a more environmentally sustainable way | <ul style="list-style-type: none"> ▪ Identify aspirational goals and the actions needed to set and achieve these ▪ Identify and explain the outcomes of risk-taking in a given situation, including emotional risks ▪ Recognise what risk is ▪ Explain how a risk can be reduced | <ul style="list-style-type: none"> ▪ Recognise some of the changes they have experienced and their emotional responses to those changes ▪ Recognise that photos can be changed to match society's view of perfect ▪ Understand that people can feel pressured to behave in a certain way because of the influence of the peer group ▪ Give examples of the physical and emotional changes associated with puberty ▪ Understand what FGM is and that it is an illegal practice in this country ▪ Know where someone can get support if they are concerned about their own or another person's safety ▪ Explain the difference between a safe and unsafe secret ▪ Know a variety of ways in which the sperm can fertilise the egg to create a baby ▪ Know the legal age of consent and what it means ▪ Explain how HIV affects the body's immune system ▪ Understand that HIV is difficult to transmit ▪ Know how a person can protect themselves from HIV |
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