

Frank Barnes School for Deaf Children
Relationships Education, Relationships and Sex Education and Health Education Curriculum

EYFS	Personal, Social and Emotional Development	Understanding the World	Physical Development
	Making Relationships Self-Confidence and Self-Awareness Managing Feelings and Behaviour	People and Communities The World Technology	Health and Self-Care

Year	Topic	Topic	Topic	Topic	Topic	Topic
1	Together Everyone Achieves More	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
2	Very Important People	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up
3	Together Everyone Achieves More	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
4	Very Important People	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up
5	Together Everyone Achieves More	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
6	Very Important People	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up

Relationships

Health and Wellbeing

Living in the Wider World

Year 4 – Very Important People

Learning Objectives	Resources	Assessment
- I can explain the importance of respecting my VIPs. - I can explain how to make and keep fabulous friends. - I can identify my own support network. - I can demonstrate strategies for resolving conflicts. - I can identify what bullying is. - I know what to do if someone is being bullied.	- Hat. - Sticky Notes. - Colouring Pens or Pencils. - Interactive Whiteboard. - Computer / Printer / iPads. - Pupils' PSHE workbooks. - PowerPoint Slides. - Activity sheets. - Internet. - Pens / Pencils / Ruler / Rubbers. - Photo/Picture Flashcards. - Topic Books. Twinkl: PSHE and Citizenship LKS2 VIPs Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-lks2-vips-unit-pack-t-lf-2549604	- Children's Workbooks. - Questioning. - Discussions & Responses. - Worksheets. - Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
- to recognise that there are different types of relationships - that a feature of positive family life is caring relationships; about the different ways in which people care for one another - to recognise other shared characteristics of healthy family life - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	- All families consist of: man, woman, girl, boy. - Friendships and relationships are always equal. - Give what you get back. - There isn't anyone to talk to. Or, you can only talk to adults.	- British Values - LGBTQ+ - Religious Education - PSHE - Relationships Education - Health Education - Citizenship - BSL and English Communication and Language Development - Literacy

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- about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing - what constitutes a positive healthy friendship; that the same principles apply to online friendships as to face-to-face relationships - that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely - about the impact of bullying, including offline and online, and the consequences of hurtful behaviour - to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary - about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact - about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.	DfE Relationships Education and Health Education Statutory Guidance	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes
	The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.	Respect for others should be taught in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources and so on. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.
BSL Vocabulary Video: TBC		

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Vocabulary:

acquaintances, actions, alternatives, anonymous, anti- bullying, arguments, behaviour, bully, bullying, compromise, consequences, consideration, cyber, dares, decisions, differences, discrimination, disputes, diversity, equality, equity, falling out, honest, impact, interests, kindness, loyal, negotiation, opinions, prejudice, prejudiced, reflect, relatives, resolving, respect, strategies, support, network, teasing, techniques, thought, unhealthy, victim, views, VIPs.

Year 4 – Safety First

Learning Objectives	Resources	Assessment
• I can be responsible for making good choices to stay safe and healthy. • I can identify a risky situation and act responsibly. • I understand that I can choose not to do something that makes me feel uncomfortable. • I know how to stay safe when out and about. • I know about dangerous substances and how they affect the human body. • I know how to respond in emergency situations.	• Dice • Coloured Counters • Sticky Notes • Interactive Whiteboard. • Computer / Printer / iPads. • Pupils' PSHE workbooks. • PowerPoint Slides. • Activity sheets. • Internet. • Pens / Pencils / Ruler / Rubbers. • Photo/Picture Flashcards. • Topic Books. Twinkl: PSHE and Citizenship LKS2 Safety First Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-lks2-safety-first-unit-pack-t-lf-2549539	• Children's Workbooks. • Questioning. • Discussions & Responses. • Worksheets. • Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
• about the new opportunities and responsibilities that increasing independence may bring • reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming	• Peer pressure is clearly seen and easily recognised. • Seeing someone else in a risky/harmful situation is no concern of mine. • Stranger danger. • All adults are trustworthy.	• First Aid • Science • PSHE • Relationships Education • Health Education • Citizenship • BSL and English Communication and Language Development • Literacy

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	DfE Relationships Education and Health Education Statutory Guidance	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes
• about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe • to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary • how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) • strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about. • about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) • about what is meant by first aid; basic techniques for dealing with common injuries • how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.	Pupils should be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. Teachers should go on to talk about the steps pupils can take to protect and support their own and others’ health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

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• about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break • to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others • about why people choose to use or not use drugs (including nicotine, alcohol and medicines) • about the mixed messages in the media about drugs, including alcohol and smoking/vaping • about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.		
BSL Vocabulary Video: https://youtu.be/R7W98UHefqU Vocabulary: alcohol, ambulance, casualty, choices, cigarettes, comfortable, cycling, dangerous, dare, depth, drugs, e-cigarettes, electricity, first aid, first-aider, graze, impact, independent, inhaler, injection, injury, instructions, lungs, medicines, paramedic, peer pressure, physical, right, road safety, safety, scald, shock, uncomfortable, vaccine, water safety, wellbeing.		

Year 4 – One World

Learning Objectives	Resources	Assessment
- I can discuss ways in which people's lives are similar and different and give reasons for these differences. - I can explore differences of opinion and identify if I feel these are fair. - I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions. - I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. - I can explain what climate change is and how it affects people's lives as well as identify what I can do to help. - I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this.	- Large Pieces of Paper - Colour Pens - Interactive Whiteboard. - Computer / Printer / iPads. - Pupils' PSHE workbooks. - PowerPoint Slides. - Activity sheets. - Internet. - Pens / Pencils / Ruler / Rubbers. - Photo/Picture Flashcards. - Topic Books. Twinkl: PSHE and Citizenship LKS2 One World Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-lks2-one-world-unit-pack-t-lf-2549564	- Children's Workbooks. - Questioning. - Discussions & Responses. - Worksheets. - Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
- about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background - about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	- Everyone is equal regardless of a difference. - You believe in one thing, means other views are wrong. - Two people's views mean one is right and the other is wrong. - I can't do anything about climate change. Other people are dealing with climate change.	- Geography - PSHE - Relationships Education - Health Education - Citizenship - BSL and English Communication and Language Development - Literacy

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• about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes • how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with • to recognise there are human rights, that are there to protect everyone • about the relationship between rights and responsibilities • the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others • that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) • ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) • to value the different contributions that people and groups make to the community	DfE Relationships Education and Health Education Statutory Guidance	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes
	It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.	Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers. Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

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BSL Vocabulary Video: TBC

Vocabulary:

actions, challenge, charity, citizen, climate change, communities, compassion, consequence, consider, decision, difference, dilemma, discuss, diverse, diversity, effects, empathy, fair, Fairtrade, farmer, gender, global, harmful, helpful, human right, impact, inequality, local, negative, opinion, organisation, positive, reason, reduce, respect, responsibility, rural, share, shared responsibility, stereotype, support, trade, unfair, urban.

Year 4 – Digital Wellbeing

Learning Objectives	Resources	Assessment
- I can identify the positives and negatives of being online. - I can be kind online and I can help make the Internet a safer place. - I know how to stay safe when communicating online and what to do if I don't feel safe. - I can decide how reliable online information is and know how to share information responsibly online. - I can identify things we shouldn't share online and give reasons why we shouldn't share them. - I understand how technology can affect our wellbeing in different ways.	- Graph Paper. - List of Appropriate Websites. - Colour pens or pencils. - A3 Paper. - Interactive Whiteboard. - Computer / Printer / iPads. - Pupils' PSHE workbooks. - PowerPoint Slides. - Activity sheets. - Internet. - Pens / Pencils / Ruler / Rubbers. - Photo/Picture Flashcards. - Topic Books. Twinkl: PSHE and Citizenship LKS2 Digital Wellbeing Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-lks2-digital-wellbeing-unit-pack-t-lf-2549587	- Children's Workbooks. - Questioning. - Discussions & Responses. - Worksheets. - Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
- about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online - recognise ways in which the internet and social media can be used both positively and negatively	- Everything you put online can be deleted. - People online are who they say they are. - Things you can see online is age appropriate. - If something is offered to you for free, it must be okay. - Everything you see/read online is a fact. - The Internet is a safe place.	- Computing - PSHE - Relationships Education - Health Education - Citizenship - BSL and English Communication and Language Development - Literacy

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- about the impact of bullying, including offline and online, and the consequences of hurtful behaviour - strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	- Social media validates us – it is the only way to be happy/cool. - You are safe from bullying online. - Social media has no consequences.	
- about discrimination: what it means and how to challenge it. - to recognise what it means to ‘know someone online’ and how this differs from knowing someone face- to-face; risks of communicating online with others not known face-to-face - about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns - how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know - how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results - about how information on the internet is ranked, selected and targeted at specific	DfE Relationships Education and Health Education Statutory Guidance	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes
	Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.	The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils’ lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own

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individuals and groups; that connected devices can share information • about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation • about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact • about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) • how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • about some of the different ways information and data is shared and used online, including for commercial purposes • reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to		bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.
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social media, television programmes, films, games and online gaming • strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images		
BSL Vocabulary Video: TBC Vocabulary: balance, behaviour, bullying, communicating online, concerns, connected devices, consequences, cyberbullying, discrimination, disrespect, face-to-face, forward, harassment, harmful content, images, impact, information sharing, manipulated, misinformation, name-calling, permission, positive, privacy, ranking, relationships, reliability, report, respect, restrictions, risks, rules, safety, search results, share, shared information, social media, support, targeted information, teasing, text, trolling, videos.		

Year 4 – Money Matters

Learning Objectives	Resources	Assessment
- I can explain what skills are needed for a range of jobs and why people go to work. - I can explain the different ways people pay for things. - I can discuss financial risk and borrowing and explain some consequences of this. - I understand the different decisions people have to make about how to spend their money. - I can explain how adverts try to influence our spending and why they do this. - I can explain ways I can keep track of what I spend and why it is important to do this.	- Coloured pens and pencils. - Large sugar paper. - Sticky notes. - Interactive Whiteboard. - Computer / Printer / iPads. - Pupils' PSHE workbooks. - PowerPoint Slides. - Activity sheets. - Internet. - Pens / Pencils / Ruler / Rubbers. - Photo/Picture Flashcards. - Topic Books. Twinkl: PSHE and Citizenship LKS2 Money Matters Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-lks2-money-matters-unit-pack-t-lf-2549545	- Children's Workbooks. - Questioning. - Discussions & Responses. - Worksheets. - Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
- that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life - that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid - to identify the kind of job that they might like to do when they are older	- I should be able to afford the same as what my peers have. - Want and need is the same. - It is easy to get and keep a job and earn money. - All salaries are the same. - Contactless card is limitless.	- Numeracy - Computing - Careers/Aspirations - Geography - PSHE - Relationships Education - Health Education - Citizenship - BSL and English Communication and Language Development

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- to recognise a variety of routes into careers (e.g. college, apprenticeship, university) - about the different ways to pay for things and the choices people have about this - to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' - about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe - to recognise that people make spending decisions based on priorities, needs and wants - to identify the ways that money can impact on people's feelings and emotions - that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) - different ways to keep track of money		Literacy
	DfE Relationships Education and Health Education Statutory Guidance It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.
BSL Vocabulary Video: TBC Vocabulary: advertisement, advertising, balance, benefits, borrow, budget, cash, change, consumer, credit, debit, debt, employment, environment, ethical, financial gain, gambling, gift, impact, influence, interest, loan, owe, payment, priority, profit, repay, repayments, savings, spending, tax, unmanageable.		

Year 4 – Growing Up

Learning Objectives	Resources	Assessment
- I can describe male and female body parts and explain what these are for. - I can describe how boys' bodies will change as they go through puberty. - I can describe how girls' bodies will change as they go through puberty. - I can describe the feelings that some people experience as they grow up. - I understand that there are many different types of relationships and families. - I can describe how babies are made and how they are born.	'And Tango Makes Three' by Justin Richardson and Peter Parnell book. 'Where Willy Went' by Nicolas Allen book. 'Mummy Laid an Egg' by Babette Cole book. - Interactive Whiteboard. - Computer / Printer / iPads. - Pupils' PSHE workbooks. - PowerPoint Slides. - Activity sheets. - Internet. - Pens / Pencils / Ruler / Rubbers. - Photo/Picture Flashcards. - Topic Books. Twinkl: PSHE and Citizenship LKS2 Growing Up Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-lks2-growing-up-unit-pack-t-lf-2549687	- Children's Workbooks. - Questioning. - Discussions & Responses. - Worksheets. - Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
- to recognise that feelings can change over time and range in intensity - about everyday things that affect feelings and the importance of expressing feelings - a varied vocabulary to use when talking about feelings; about how to express feelings in different ways - strategies to respond to feelings, including intense or conflicting feelings; how to	- The body grows at the same rate. - Babies are made the same. (Babies can be conceived in different ways: IVF/Surrogacy.) - Bodies are like the ones in magazines or pictures/photos online. - Everyone has period pains. (E.g., understanding different levels of pain and tolerance.)	- Science - Relationships and Sex Education - LGBTQ+ - PSHE - Relationships Education - Health Education - Citizenship - BSL and English Communication and Language Development

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manage and respond to feelings appropriately and proportionately in different situations • that for some people gender identity does not correspond with their biological sex • about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for • to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction • about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) • about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene • about where to get more information, help and advice about growing and changing, especially about puberty • to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)		• Literacy
	DfE Relationships Education and Health Education Statutory Guidance	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes
	Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children. The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions	Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on

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• that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different • about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong • that forcing anyone to marry against their will is a crime; that help, and support is available to people who are worried about this for themselves or others • that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart • to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability • recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.	about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. Menstruation: In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils.	boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience. Menstruation: The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health.
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BSL Vocabulary Video: TBC

Vocabulary:

adopted, Adam's apple, anger, anxious, asexual, attracted, baby, biological sex, blended family, breasts, commitment, civil partnership, confusion, crush, egg, embryo, erection, excited, feelings, foetus, fostered, gay, gender, hormones, identity, lesbian, lonely, married, menstruation, oestrogen, offspring, orphaned, ovaries, period, puberty, relatives, reproduction, sex hormones, same-sex, single-parent, sperm, tearful, testes, testosterone, umbilical cord, uterus, womb.