

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 6 – Very Important People

Learning Objectives	Resources	Assessment
- I can explain how VIPs who love and care for each other should treat each other. - I can identify different ways to calm down when I am feeling angry or upset. - I understand that people have different opinions that should be respected. - I can identify negative influences on my behaviour and suggest ways that I can resist these influences. - I can explain when it is right to keep a secret, when it is not and who to talk to about this. - I can recognise healthy and unhealthy relationships.	- Colour Pens and Pencils. - 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 UKS2 VIPs Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-vips-unit-pack-t-lf-2549607	- 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 (e.g. friendships, family relationships, romantic relationships, online relationships) - 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 - that a feature of positive family life is caring relationships; about the different ways in which people care for one another	- Conversations that are serious means adults are angry. - There isn't anyone to talk to / you can only talk to adults. - Peer pressure is clearly seen and easily recognised.	- British Values - LGBTQ+ - Religious Education - PSHE - Relationships Education - Health Education - Citizenship - BSL and English Communication and Language Development - Literacy

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- to recognise and respect that there are different types of family structure; that families of all types can give family members love, security and stability - to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice - what constitutes a positive healthy friendship; that the same principles apply to online friendships as to face-to-face relationships - that personal behaviour can affect other people; to recognise and model respectful behaviour online - that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely - to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own - strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others	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.

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• 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); • about seeking and giving permission (consent) in different situations • about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret • 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).		
BSL Vocabulary Video: TBC Vocabulary: advice, agree, anxious, blended families, commitment, committed, confidence, confidential, dangerous, family life, family structure, influence, living apart, living together, peer, polite, pressure, relationship, resist, resolution, risky, same-sex parents, secrets, security, self-love, single parents, stability, uncomfortable, wrong.		

Year 6 – Safety First

Learning Objectives	Resources	Assessment
- I can take responsibility for my own safety. - I can assess and manage risks in different situations. - I can confidently identify and manage pressure to get involved in risky situations. - I can act sensibly and responsibly in an emergency. - I can identify hazards and reduce risks to keep myself and others safe at home. - I know how to stay safe in different outdoor environments.	- Split Pins - Small Circle Stickers - 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 UKS2 Safety First Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-safety-first-unit-pack-t-lf-2549541	- Children's Workbooks. - Questioning. - Discussions & Responses. - Worksheets. - Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
- reasons for following and complying with regulations and restrictions; how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming - about hazards that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe	- All drugs are bad. - I am Year 6 now so I can watch what I want and use any social media. - I can take medicine on my own. - I am year 6 so I can do first aid for younger children alone.	- First Aid - Science - PSHE - Relationships Education - Health Education - Citizenship - BSL and English Communication and Language Development - Literacy

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• how to predict, assess and manage risk in different situations • how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health • 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 • about the importance of taking medicines correctly and using household products safely • strategies for keeping safe in the local environment or unfamiliar places and firework safety; safe use of digital devices when out and about	DfE Relationships Education and Health Education Statutory Guidance	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes
	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.
BSL Vocabulary Video: https://youtu.be/5DubjhJUfEo Vocabulary: accident, action, advice, brave, consequence, decision, environment, independence, informed, liquids, mature, media, medication, pills, responsible, sensible, situation, social media, support, unfamiliar.		

Year 6 – One World

Learning Objectives	Resources	Assessment
- I can talk about and understand how we can be responsible global citizens. - I can describe what global warming is and what we can do to help prevent it from getting worse. - I can explain how our energy use can harm the environment and describe what we can do to help. - I can describe how we can use water responsibly and understand the importance of doing this. - I can understand what biodiversity is and explain the importance of doing all we can to encourage it. - I can make choices which make the world a better place and that help people across the world.	- Large pieces of paper - Coloured pens - 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 UKS2 One World Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-one-world-unit-pack-t-lf-2549554	- Children's Workbooks. - Questioning. - Discussions & Responses. - Worksheets. - Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
- 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	- Everyone has access to their full human rights. - All people from one/same religion believe exactly the same. - I recycle so I am doing enough for climate change.	- Geography - PSHE - Relationships Education - Health Education - Citizenship - BSL and English Communication and Language Development - Literacy

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- 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) - that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).	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 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.
BSL Vocabulary Video: TBC Vocabulary: appreciate, aware, biodiversity, citizenship, conserve, drought, encourage, energy, future, global citizen, global warming, human right, manifesto, persuade, pledge, prevent, renewable, responsible, responsibly, save, sustainability, sustainable, use, waste, water.		

Year 6 – Digital Wellbeing

Learning Objectives	Resources	Assessment
- I can identify the benefits of the Internet and know how to look after my digital wellbeing. - I know how to stay safe, healthy and happy online and when I use digital technology. - I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships. - I know how to use social media responsibly to protect the health, wellbeing and rights of all. - I know what online bullying is and what to do if I see or experience it to help make it stop. - I understand not all information online is true and know how to assess the reliability of both text and images.	- Large Sheets of 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 UKS2 Digital Wellbeing Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-digital-wellbeing-unit-pack-t-lf-2549648	- 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 - reasons for following and complying with regulations and restrictions; how they	- Sharing passwords with friends is okay. - 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.	- Computing - PSHE - Relationships Education - Health Education - Citizenship - BSL and English Communication and Language Development - Literacy

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promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming 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/contact	- The Internet is a safe place. - Social media validates us – it is the only way to be happy/cool. - You are safe from bullying online. - Social media has no consequences.	
- how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results - about some of the different ways information and data is shared and used online, including for commercial purposes - about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information - recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images - 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	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 bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

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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; how to report concerns and get support • about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); • 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		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.
BSL Vocabulary Video: TBC Vocabulary: appropriate, assess, benefit, boundaries, choices, consent, contact, content, control, data, deceive, digital, digital citizenship, digital footprint, digital health, digital wellbeing, echo chambers, emotional wellbeing, evaluate, excluding, false profiles, feelings, friendship, frightened, harassment, harmful, healthy, help, hurtful behaviour, image distribution, impersonate, inappropriate, intention, Internet cookies, kindness, manipulation, mental health, misleading, negative, online games, online identity, online safety, online strangers, personal safety, pressure, privacy settings, regulations, reliable, reputable, respectful, right, secure sites, selection, shared responsibility, sharing, sources, storage, targeting, time management, trust, wellbeing, worry.		

Year 6 – Money Matters

Learning Objectives	Resources	Assessment
- I can explain some financial risks and discuss how to avoid them. - I understand how retailers try to influence our spending. - I can discuss the spending decisions people have to make. - I can explain why budgeting can be helpful and how a budget can be made. - I can discuss the impact money can have on people's emotional wellbeing. - I can explain the impact spending has on our environment.	- Coloured Pens and Pencils. - Dice - one per small group. - Counters - 20 per child, plus extra. - Sticky Notes. - Large Sugar 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 UKS2 Money Matters Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-money-matters-unit-pack-t-lf-2549547	- Children's Workbooks. - Questioning. - Discussions & Responses. - Worksheets. - Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
- 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	- Being rich means being happy/ good/clever. - My (future) salary is all my own. (E.g. not taking into consideration bills, taxes, living costs.) - Gambling is just a bit of fun, not a risk.	- Numeracy - Computing - Careers/Aspirations - Geography - PSHE - Relationships Education - Health Education - Citizenship

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- about the different ways to pay for things and the choices people have about this - to recognise that people make spending decisions based on priorities, needs and wants - 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. - about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations - to identify the ways that money can impact on people's feelings and emotions		- BSL and English Communication and Language Development - Literacy
	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.	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: advertise, amount, availability, bankrupt, bankruptcy, charity, consequences, cost, council tax, critical consumer, ethical spending, fair trade, future, gain, gamble, income, income tax, inflation, investment, labour, lend, luxury, manufacturer, minimum wage, necessity, outgoings, payment, plastic pollution, prioritise, producer, retail, retailer, risk, scam, single-use, society, value.		

Year 6 – Growing Up

Learning Objectives	Resources	Assessment
- I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies. - I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. - I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body. - I understand what a loving relationship is and that there are many types of relationships. - I understand what a sexual relationship is and who can have a sexual relationship. - I can describe the process of human reproduction, from conception to birth.	- Small Pieces of Paper. - Sticky Notes. - Question Box– a box into which children can, confidentially, put questions they have, to be answered by the teacher at a later date. - 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 UKS2 Growing Up Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-growing-up-unit-pack-t-lf-2549665	- 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	- A loving relationship is the same as a sexual relationship. - Bodies are like the ones in magazines or pictures/photos online. - A perfect body is... - People with the same sex/gender can't have child/ren.	- Science - Relationships and Sex Education - LGBTQ+ - PSHE - Relationships Education - Health Education - Citizenship

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• strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • 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 • about how hygiene routines change during the time of puberty, the importance of keeping clean • 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 • about where to get more information, help and advice about growing and changing, especially about puberty • recognise different types of physical contact; strategies to respond to unwanted physical contact • about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	• Gender identity and sexual orientation is the same.	• BSL and English Communication and Language Development • 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 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.	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 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.

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• 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 • 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 • 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, living together, but may also live apart • to recognise and respect that there are different types of family structure	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.	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.
BSL Vocabulary Video: TBC Vocabulary: acne, amniotic fluid, amniotic sac, birth, bisexual, body image, body odour, caesarean section (C-section), choice, conceive, conception, condom, consent, contraception, contraceptive pill, discharge, fancy, fertilise, heterosexual, homosexual, illegal, incest, intercourse, legal, masturbation, media, mood swings, negative, placenta, positive, rape, safe sex, self-esteem, sex, sexual, sexual intercourse, sexual orientation, sexually transmitted infection (STI), stressed, vaginal birth, weight, wet dreams, zygote.		