**PHASE 2 (learning from age 7) the learning supports:**

|  | **Relationships and Identity** | | | | |
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| **Sub Strands and WMS** | **RSE CODE** | **Year 3**  ***Knowing myself*** | **Year 4**  ***Understanding my feelings*** | **Year 5**  ***Managing my feelings*** | **Year 6**  ***Making choices*** |
| **Forming healthy relationships**  ***WMS5 -***   * ***Healthy relationships are fundamental to our well-being.*** | **Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.** | **SEAL - Relationships (Yellow set Years 3 and 4)**  **Values Cycle A Cycle B**  **Year 3 - Friendships, Positive Friendships (The Boy, the mole, the fox and the horse)**  **Year 4 - Spectrum (friendships)** | | **SEAL Relationships (Green set Years 5 and 6)**  **SRE**  **Lesson 1 - To develop positive relationships.**  **(Year 6)**  **Values Cycle A Cycle B** | |
| **Communicating in relationships**  ***WMS2 - How we process and respond to our experiences affects our mental health and emotional well-being.***  ***WMS5 -***   * ***Healthy relationships are fundamental to our well-being.***   ***WMS4 - Human societies are complex and diverse and shaped by human actions and beliefs*** | **How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.** | **SEAL - Getting on and falling out (Yellow set Years 3 and 4)**  **Two hands are better than one - Year 3**  **Superhero - Year 4**  **SRE** Lesson 5 - Child’s right **(Year 4)** | | **SEAL Getting on and falling out (Green set Years 5 and 6)**  **A world of Rights! - Year 5**  **Plot your spot - Year 6** | |
| **Diversity in families and relationships**  ***WMS5 -***   * ***Healthy relationships are fundamental to our well-being.*** | **Recognise the characteristics of different families, friendship and peer relationships and the diversity of these.**  **Understand positive behaviours in relationships and what can happen when relationships break down.**  **An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.** | **SRE** Lesson 1 – Relationships (Friendship)  ***Boy at the Back of the Class* - Class text.**  **Year 3 - Global Goals and UNHCR** | **SRE** Lesson 1 – Families (Different types of families)    **No Outsiders - King and King** | **SRE Lesson 1 - Differences are ok** | **SRE Lesson 1 - To develop positive relationships.**  **Peer Mediators - Restorative approaches** |
| **Identity** | **Recognise how people’s relationships with others shape who they are and their happiness.**  **An awareness of how identity can be expressed in different ways.** | Philosophy for Children (P4C)  P4C encourages children to express concerns, create questions, identify inconsistencies and to reason. Participants work together in a ‘community of enquiry’. The aim for each child is not to win an argument but to become clearer, more accurate, less self-contradictory and more aware of other arguments and values before reaching a conclusion. | | | |
| **Inclusive and fair society** | **Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.**  **Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.** | **Black History Month**  **Show racism the red card**  **Benjamin Zephaniah**  **Influential females in medicine - Florence Nightingale, Mary Seacole, Marie Curie**  **SRE** Lesson 2 – Who does this belong to? (Stereotypes and Assumptions) | **Black History Month**  **Show racism the red card**  **Windrush Generation** | **Black History Month**  **Influential people**  **Show racism the red card**  **Hidden Figures** | **Black History Month**  **International Women’s Week**  **International Women in engineering**  **Year 6 - explore female inventors ‘Dragon’s Den Context’.**  **Show racism the red card**  **Mermaids**  Mermaids is a support group for transgender, non-binary and gender diverse children, young people and their families. Mermaids seek to educate and inform, raise awareness of gender issues, and help professionals to reassure gender-diverse young people. |
| **An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours.** |  | **Alun Turing - inclusion and acceptance**  **Louis Braille -equal opportunities** | Key Stage 2: ‘Just a Joke’ Sexualised online bullying amongst 9 – 12s teaching guide and lesson plans Repository - Hwb (gov.wales) | |

|  | **Sexual Health and Wellbeing** | | | | |
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| **Sub Strands and WMS** | **RSE CODE** | **Year 3**  ***Knowing myself*** | **Year 4**  ***Understanding my feelings*** | **Year 5**  ***Managing my feelings*** | **Year 6**  ***Making choices*** |
| **Life Cycles**  ***WMS3 -The world around us is full of living things which depend on each other for survival.*** | **Develop knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction and what supports menstrual health and well-being.**  **Recognise the process of pregnancy and birth.** | **SRE** Lesson 3 – Life Cycles (Chicken, Frog, Butterfly)  **Life Cycle of a butterfly** | Stages of human life cycle |  | **SRE Lesson 4 -** To understand how reproduction happens. |
| **Growing up**  ***WMS3 - The world around us is full of living things which depend on each other for survival.*** | **The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.** |  | **Feelings and things I can do as I grow and develop** | **SRE Lesson 2 - Introducing Puberty and Growing up**  **SRE Lesson 3 - Introducing Menstruation, plus puberty changes for males** | **SRE Lesson 2 - To know how and why the body changes during puberty in preparation for reproduction.**  **SRE Lesson 3 -** To understand the basics of the menstrual cycle  To understand the physical changes that the male body goes through at puberty |
| **Personal health and hygiene** | **Develop the knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.** |  | **SRE** Lesson 3 –Male and female (Formal language of main parts) | **SRE Lesson 4 - The importance of personal hygiene and an introduction to healthy body image** |  |
| **Body image** | **An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people’s bodies.** |  | **Growth Mindset - What Makes me me?** | **Wonder by RJ Palacio**  **Emotion Coaching**  **Growth Mindset**  **Global Aims - Handwashing Project** |
| **Understanding our feelings** | **Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.** |  | **King and King - No Outsiders**  **One Dad, Blue Dad - SRE story** |  | **SRE Lesson 1 - To develop positive relationships.** |
| **Finding support** | **Be able to identify trustworthy sources of information and be able to raise issues and questions with trusted adults.** | **Year 4 Trusted adults**  **Year 4 What if scenarios** | | **Discussed incidentally as part of DCF (Digital Competency Framework).**  **Humanities Success Criteria focus** | |

|  | **Empowerment, safety and respect** | | | | |
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| **Sub Strands and WMS** | **RSE CODE** | **Year 3**  ***Knowing myself*** | **Year 4**  ***Understanding my feelings*** | **Year 5**  ***Managing my feelings*** | **Year 6**  ***Making choices*** |
| **Equality and Respect** | **Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.**  **Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.** | *No Outsiders*  *We’re All Wonders*  R J Palacio  *This is Our House by Michael Rosen*  Michael Rosen  *Two Monsters - David McKee - Google Slides*  David Mckee  *The Huey's in the New Jumper*  Oliver Jeffers  BEEGU  Alexis Deacon | *No Outsiders*  *Dogs Don’t Do Ballet*  Anna Kemp and Sarah Ogilvie  *King and King*  Linda de Hann and Stern Nijland  *The Way Back Home*  Oliver Jeffers  *The Flower*  John Light  *Red: A Crayon’s Story*  Michael Hall | *No Outsiders*  *Where the Poppies Now Grow*  Hilary Robinson and Martin Impey  *Rose Blanche*  Ian McEwan and Roberto Innocenti  *How to Heal a Broken Wing*  Bob Graham  *The Artist Who Painted A Blue Horse*  Eric Carle  *And Tango Makes Three*  Justin Richardson and Peter Parnell | *No Outsiders*  *My Princess Boy*  Cheryl Kilodavis and Suzanne DeSimone  *The Thing*  Simon Puttock and Daniel Egneus  *The Island*  Armin Greder  *Leaf*  Sandra Dieckmann  *Dreams of Freedom*  Amnesty International |
| **\*\*Staying safe** | **Understand the right for everyone to be free from harm or abuse.**  **An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play.**  **How to seek support for oneself, and offer support to others. How to be a good friend and advocate for others.** | **Anti Bullying Week**  **School Beat Resources**  **SEAL - Say no to bullying (Yellow set Years 3 and 4)** | **Anti Bullying Week**  **School Beat Resources**  **SEAL - Say no to bullying (Yellow set Years 3 and 4)**  **Visit from School Police liaison officer**  **SRE** Lesson 2 – Who can I talk to (Trusted adults) | **Anti Bullying Week**  **School Beat Resources**  **SEAL - Say no to bullying (Green set Years 5 and 6)** | **Anti Bullying Week**  **School Beat Resources**  **SEAL - Say no to bullying (Green set Years 5 and 6)** |
| **Personal respect and boundaries** | **Understand the right to body privacy, personal boundaries including online.**  **Understanding how behaviours may be perceived by others offline and online. Recognise which steps to take to keep safe from harm both in offline and online friendships.**  **Understand the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.**  **Develop the skills needed to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.** | **SRE** Lesson 4 - Talk PANTS and Stay Safe | **SRE** Lesson 4 - Good touch/bad touch |  |  |
| **Keeping safe online** | **Know how and when digital media can be shared safely, with permission and when it can be a source of harm.**  **Show an awareness of the benefits and dangers of the internet and social media in forming friendships online.**  **Exploring the motives behind fabricated and digitally-altered media.**  **An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn’t have been, or is upsetting or uncomfortable.** | **SMART Rules**  **Internet Safety Day** | **SMART Rules**  **Internet Safety Day**  **Staying safe online** | **SMART Rules**  **Internet Safety Day** | **SMART Rules**  **Caught in the web - Newsround resource**  **Internet Safety Day** |
| **Advocating for everyone’s rights** | **Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.** | **No Outsiders Assemblies** | **No Outsiders Assemblies**  **UN Children's rights and responsibilities** | **No Outsiders Assemblies**  **Social Democracy Project** | **No Outsiders Assemblies** |