Cannon Lane Primary School

Relationships, Sex and Health Education Policy

This Policy is supported by the Government's 'Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025'

Date reviewed by staff: November 2026

Date reviewed by the Governing Board: November 2026

Date shared with parents: Spring 2026

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Rationale

Cannon Lane Primary School aims to provide a caring and stimulating environment in which each child experiences high standards of education and is prepared for the future. We are committed to keeping children safe and healthy and contributing to their personal, social, and emotional wellbeing. This policy is written in accordance with this philosophy and takes account of the Government's statutory requirements: Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance At Cannon Lane Primary School, we aim to help children to make responsible and well-informed decisions taking into account the diverse nature of our school community. This policy has also been informed by the recommendations of OFSTED's Review of sexual abuse in schools: https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges

Relationships Education is compulsory for all pupils receiving primary education. Health Education is also compulsory in all schools except independent schools.

The Government guidance states that parents and carers have the right to withdraw their children from sex education but not from Relationships or Health Education, or from specific elements covered in the science curriculum.

As a Rights Respecting School, our school aims and values are underpinned by the **United Nations Convention on the Rights of a Child:** https://www.unicef.org.uk/what-we-do/un-convention-child-rights/

Aims of RSHE

Relationships, Sex and Health Education aims to:

- provide the knowledge and information to which all pupils are entitled;
- provide a framework in which sensitive discussions can take place;
- help children to develop feelings of self-respect, self-esteem, self -confidence, sympathy and empathy;
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- help children to respect and care for their bodies;
- answer pupils' questions honestly and sensitively – referring children to their parents where appropriate;
- give information on where individuals and families can get help and support;
- prepare pupils for puberty and encourage them to take responsibility for their own actions;
- give pupils an understanding of reproduction and sexual development;
- give pupils an understanding of the importance of health and hygiene;
- teach pupils the correct vocabulary to describe themselves and their bodies;
- foster pupil well-being and develop resilience and character to support mental well-being.

In order to achieve our aims, at Cannon Lane Primary School, we will endeavour to:

- be sensitive to pupils of all cultures, religious communities and pupils not part of any religious communities.
- ensure that teachers and pupils respect each other's privacy.
- make the RSHE programme appropriate to the age and understanding of the pupils.

What children are taught at Cannon Lane School

Whilst there will inevitably be a number of overlaps, our topics are split into three broad areas:

- Relationships Education
- Health Education
- Sex Education

In addition to this, there are statutory elements of the science curriculum that will teach children about the human body, growth and reproduction.

The specific learning objectives for each year group can be found in appendices A, B and C. Appendix D shares the curriculum for children in Reception class (EYFS).

Relationships Education

At Cannon Lane School, children will be taught about positive relationships with particular reference to friendships, family relationships, and relationships with other children and adults. From the time they start school, children will be taught how to take turns and how to treat each other with kindness, consideration and respect. Children will be taught the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Respect for others will 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.

When teaching children about healthy relationships, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

We recognise that teaching about families and relationships requires sensitive and well-judged teaching based on the knowledge of our children and their personal circumstances. Families of many forms provide a nurturing environment for children. Families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs. We recognise that some children may have a different structure of support around them; for example, looked after children or young carers.

Relationships Education also creates an opportunity to develop different strategies for positive emotional and mental wellbeing. Through Relationships Education, children will be taught how to keep themselves safe and how to recognise different forms of abuse. There will be a focus on boundaries and privacy, ensuring that young people understand they have rights over their own bodies.

Children will be taught how to report any concerns they may have and how to seek advice when they suspect or know that something is wrong. Children will be taught how to make sensible decisions about staying safe (including online) whilst being clear it is never the fault of a child who is abused and that victim blaming is always wrong. These subjects complement Health Education and support the safeguarding of children.

Health Education

Children will be taught how to make good decisions about their own health and wellbeing. This will 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.

Sex Education

Even though it is not compulsory to teach sex education lessons in primary schools, it is highly recommended by the Department for Education. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Discrete sex education lessons are introduced to children in Year 3. (See Appendix C for further information). Topics and themes will be taught from year to year in greater depth taking account of children's age and development. The religious and cultural background of all children will be taken into account and topics will be taught appropriately (**Equality Act 2010**).

Sex Education lessons will include a variety of learning opportunities e.g. paired work, group work and whole class discussion. Sex Education lessons will normally be taught in mixed sex groups in Years 3 and 4, unless this is not thought to be appropriate by the school. In Years 5 and 6, Sex Education lessons will be taught in single sex groups due to the increased level of sensitivity of the topics and themes involved. The lessons will be taught by class teachers, school leaders and support staff.

If parents are considering withdrawing their child from sex education lessons, we would ask that they contact a member of the senior leadership team to discuss their concerns.

National Curriculum Science

Primary science, which is a statutory subject, includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing. Children also learn about the changes experienced in puberty (Year 5).

Key Stage 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. Although not mentioned specifically, it is important that children are taught the scientific names of different body parts and know the differences between boys and girls. This is vital for safeguarding so that a child has language to describe the parts of their body and to seek help if they are abused.

It is a statutory requirement for all children to be taught the **science.** Parents do not have the right to withdraw their child from any aspects of these lessons.

Resources

The use of a range of resources can enhance and enrich the teaching of RSHE. At Cannon Lane School, teachers will use resources from 'Jigsaw' which include pictures and scientific animations. These resources are highly recommended by the PSHE Association.

Parents are invited to view samples of these resources if they wish (please contact the school office for further support).

Dealing with sensitive issues and managing difficult questions

Primary-aged children will often ask their teachers or other adults questions which go beyond what is set out in our planned curriculum. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. The following are protocols for discussion based lessons with pupils:

- class teachers will use their professional judgement when responding to any questions that children raise during lessons, taking into account the age and maturity of the children. In some circumstances, teachers may decline to answer questions and encourage children to speak to their parents instead
- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion if they don't want to;
- meanings of words will be explained in a sensible and factual way

What is the school's responsibility to parents?

The government guidance on Relationships and Sex Education (DfE 2025) emphasises the importance of schools working in partnership with parents. Parents have a legal right to see the school's Relationships and Sex Education policy and to be given a copy of it (Education Act 1996). Relationships and sex topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Safeguarding

Cannon Lane Primary School will ensure that children's safety lies at the heart of this policy through a number of ways. RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

The school follows all guidance set out in Keeping Children Safe in Education (2025) KCSIE 2025

Children cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence in the home. They have a right to expect school to provide a safe and secure environment. Staff at Cannon Lane will take notice of any fears or worries that children bring into the classroom. Relationships, Sex and Health Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. If a member of a school's staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they will carry out the procedures set out in the School's Child Protection and Safeguarding policy. Any signs of abuse, concerns or suspicions will be reported to the Designated Safe Guarding Lead.

Children are taught about harmful sexual behaviour including sexual harassment, sexual violence and online abuse. The NSPCC Pants Underwear Rule is taught to all children so all children understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried. This also helps teach children about Female Genital Mutilation.

Monitoring and Evaluation

The RSHE Policy will be monitored by the Senior Leadership Team, the RSHE Leader, the PSHE Leader and the Governing Board, through planning, lesson visits and regular discussions with class teachers.

Equal Opportunities

The Governing Board will comply with current legislation regarding Equal Opportunities.
The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people. Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 *(DfE 2019).*
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

All pupils at Cannon Lane Primary School will be given equal opportunities to access the RSHE curriculum regardless of race, gender, religion or belief, ethnicity, sexual orientation, culture or ability.

Special Educational Needs

Children identified as having special educational needs will be supported through adapted teaching and learning activities and, where necessary, through additional adult support.
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Parental Involvement

Parents and Carers are recognised as important stakeholders in the school community and parental involvement is welcomed. Consultation with parents will take place whenever the RSHE Policy is reviewed. School policy documents are an important point of reference and will be made available to parents on request.

Parents will be informed before discrete sex education lessons are taught and will have the opportunity to view resources which are to be used.

Appendix A: Relationships Education

In line with the Jigsaw program of study, the children are taught the following objectives across the year. These are taught at an age-appropriate level, and considering the specific needs of the children. In accordance with the Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance these are statutory lessons and children cannot be withdrawn.

By the end of the year, the pupil will have been taught:	Y1	Y2	Y3	Y4	Y5	Y6
(R1) that families are important for children growing up because they can give love, security and stability	✓	✓	✓	✓		✓
(R2) 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	✓	✓	✓	✓		
(R3) 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	✓	✓	✓	✓		✓
(R4) 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	✓	✓	✓	✓		✓
(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		✓	✓			
(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	✓	✓	✓	✓		✓
(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	✓	✓	✓	✓		✓
(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	✓	✓	✓	✓		✓
(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	✓	✓	✓	✓	✓	✓
(R10) 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	✓	✓	✓	✓	✓	✓
(R11) 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	✓	✓	✓	✓	✓	✓
(R12) 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	✓	✓	✓	✓	✓	✓
(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	✓	✓	✓	✓	✓	✓
(R14) the conventions of courtesy and manners	✓	✓	✓	✓	✓	✓
(R15) the importance of self-respect and how this links to their own happiness	✓	✓	✓	✓	✓	✓
(R16) 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	✓	✓	✓	✓	✓	✓
(R17) 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	✓	✓	✓	✓	✓	✓
(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		✓	✓		✓	✓
(R19) the importance of permission seeking and giving in relationships with friends, peers and adults	✓	✓	✓	✓	✓	✓
(R20) that people sometimes behave differently online, including by pretending to be someone they are not		✓	✓	✓	✓	✓

By the end of the year, the pupil will have been taught:	Y1	Y2	Y3	Y4	Y5	Y6
(R21) 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		✓	✓	✓	✓	✓
(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them		✓	✓	✓	✓	✓
(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met			✓	✓	✓	✓
(R24) how information and data is shared and used online			✓	✓	✓	✓
(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	✓	✓	✓	✓	✓	✓
(R26) 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	✓	✓	✓	✓	✓	✓
(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	✓	✓	✓	✓	✓	✓
(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	✓	✓	✓			✓
(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult	✓	✓	✓	✓	✓	✓
(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard	✓	✓	✓	✓	✓	✓
(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so	✓	✓	✓	✓	✓	✓
(R32) where to get advice e.g. family, school and/or other sources	✓	✓	✓	✓	✓	✓

Appendix B: Health Education

In line with the Jigsaw program of study, the children are taught the following objectives across the year. These are taught at an age-appropriate level, and considering the specific needs of the children. In accordance with the Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance these are statutory lessons and children cannot be withdrawn.

By the end of the year, the pupil will have been taught:	Y1	Y2	Y3	Y4	Y5	Y6
(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health	✓	✓	✓	✓	✓	✓
(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	✓	✓	✓	✓	✓	✓
(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	✓	✓	✓	✓	✓	✓
(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	✓	✓	✓	✓	✓	✓
(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	✓	✓	✓		✓	✓
(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	✓	✓	✓		✓	✓
(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	✓	✓	✓	✓	✓	✓
(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	✓	✓	✓	✓	✓	✓
(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	✓	✓	✓	✓	✓	✓
(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough				✓	✓	✓
(H11) that for most people the internet is an integral part of life and has many benefits			✓		✓	✓
(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing		✓	✓		✓	✓
(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private		✓	✓	✓	✓	✓
(H14) why social media, some computer games and online gaming, for example, are age restricted			✓		✓	✓
(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health		✓	✓		✓	✓
(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted			✓		✓	✓
(H17) where and how to report concerns and get support with issues online		✓	✓		✓	✓
(H18) the characteristics and mental and physical benefits of an active lifestyle	✓	✓	✓		✓	✓
(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	✓	✓	✓		✓	✓
(H20) the risks associated with an inactive lifestyle (including obesity)		✓	✓		✓	✓
(H21) how and when to seek support including which adults to speak to in school if they are worried about their health	✓	✓	✓	✓	✓	✓
(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)	✓	✓	✓			

By the end of the year, the pupil will have been taught:	Y1	Y2	Y3	Y4	Y5	Y6
(H23) the principles of planning and preparing a range of healthy meals	✓	✓	✓			
(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	✓	✓	✓	✓	✓	✓
(H25) the facts about medicines and using them safely	✓	✓				
(H25a) the understanding of legal and illegal substances.			✓			
(H25b) the understanding of alcohol and tobacco and the risks associated with them.				✓	✓	
(H25c) the understanding of legal and illegal substances and the risks associated with them; an understanding of how to make healthy choices						✓
(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body				✓		
(H27) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	✓	✓	✓		✓	✓
(H28) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist						
(H29) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	✓					
(H30) the facts and science relating to allergies, immunisation and vaccination						✓
(H31) how to make a clear and efficient call to emergency services if necessary					✓	
(H32) concepts of basic first-aid, for example dealing with common injuries, including head injuries					✓	
(H33) boys and girls bodies; the correct names for body parts	✓					
(H34) boys and girls bodies; body parts and respecting privacy (which parts of the body is private and why)		✓				

Appendix C: Sex Education

In line with the Jigsaw program of study, the children are taught the following objectives across the year. These are taught at an age appropriate level, and considering the specific needs of the children. These are in accordance with the Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance

In Year 3 (age 7-8), children are taught four discrete lessons. These lessons are entitled 'How Babies Grow', 'Babies', 'Outside Body Changes' and 'Inside Body Changes'. In Year 4 (age 8-9), the following subjects are taught in three discrete lessons in the Spring Term. These lessons are entitled 'Unique me', 'Having a Baby' and 'Girls and Puberty'. In Year 5 (age 9-10), children are taught four discrete lessons. These lessons are entitled 'Self-Image and Body Image', 'Puberty for girls', 'Puberty for boys', and 'Conception'. Lessons on reproduction are included in the statutory science curriculum (from which you cannot withdraw). In Year 6 (age 10-11), children are taught four discrete lessons. These lessons are entitled 'My Self-Image', 'Puberty', 'Babies: Conception to birth', 'Boyfriends and Girlfriends'. Content for individual lessons and information about resources can be viewed upon request.

By the end of the year, the pupil will have been taught:	Y1	Y2	Y3	Y4	Y5	Y6
(S1) how babies grow and how boys' and girls' bodies change as they grow older; basic introduction to puberty			✓			
(S2) internal and external reproductive body parts. Puberty and menstruation explained. Conception explained in simple terms.				✓		
(S3) puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.					✓	
(S4) puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.						✓

Statutory Science Curriculum

Year Group	**Curriculum links to science and sex education**
EYFS	• Children make observations of animals and plants and explain why somethings occur and talk about changes.
Year 1	• Notice that animals, including humans, have offspring which grown into adults. (SHOULD include reference to baby, toddler, child, teenager, adult.)
Year 2	• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense. • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.
Year 3	• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Children should understand that pollination is the movement of pollen from one flower to another and that a seed is formed when material in the pollen joins with material in the ovule.
Year 4	• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Children should understand that pollination is the movement of pollen from one flower to another and that a seed is formed when material in the pollen joins with material in the ovule.
Year 5	• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life processes of reproduction in some plants and animals.
Year 6	• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify • how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Appendix D: EYFS Relationships and Health Education

In line with the Jigsaw program of study, the children are taught the following objectives across the year. These are taught at an age-appropriate level, and considering the specific needs of the children. Children will be taught by following the Development Matters Framework set by the Department for Education for Early Years Education. Relationship and Health Education will be integral aspects of each lesson, and will help children develop their Personal, Social and Emotional Development.

Jigsaw's Unit of Study for EYFS

Topic	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Lesson Content	Self-Identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying Talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

Where Relationships and Health Education falls into the EYFS Curriculum:

Key: Health Education
Relationships Education

Area of Learning	Specific Goal	Early Learning Goal
Physical Development	Health and Self-Care	• Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal need successfully, including dressing and going to the toilet independently.
Personal, Social and Emotional Development	Building Relationships	• Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs
	Managing Self	• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
	Self-Regulation	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
Understanding the world	People, culture and communities	• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps
	The Natural World	• Explore the natural world around them, making observations and drawing pictures of animals and plants • Understand some important processes and changes in the natural world around them, including the seasons