We are an ambitious and inclusive Trust of schools strengthening communities through excellent education.



# Relationships and Sex Education (RSE) Policy Primary

Responsibility for approval: Senior Exec

Date of approval: June 2025



# **Contents Page**

1.0	Policy Statement	3
2.0	Aims	3
3.0	Definition of terms	3
4.0	Policy Development	3
5.0	What is Relationship and Sex Education	3
6.0	Legal Framework	4
7.0	Principles and Values	4
8.0	Relationships and Sex Education	5
9.0	Organisation and Content of Relationships and Sex Education (appendix – curriculum map)	5
10.0	Inclusion	6
11.0	Roles and Responsibilities	6
12.0	Parents' right to withdraw	7
13.0	Confidentiality, Controversial and Sensitive Issues	7
14.0	Training	7
15.0	Monitoring Arrangements	8
16.0	Policy Circulation	8
17.0	Adoption of the policy	8
18.0	Appendix 1 – Curriculum map	9
18.0	Appendix 2	19



#### 1.0 Policy Statement

1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools

Click or tap here to enter text.

#### 2.0 Aims

- 2.1 The aims of relationships and sex education (RSE) at our school are to:
  - Provide a framework in which sensitive discussions can take place
  - Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
  - Help pupils develop feelings of self-respect, confidence and empathy
  - Create a positive culture around issues of sexuality and relationships
  - Teach pupils the correct vocabulary to describe themselves and their bodies
  - Embed our Campus values of forgiveness, honesty, perseverance, respect and team work.

#### 3.0 Definition of terms

- 3.1 For the purpose of this document:
  - Members, Trustees/Directors and Governors are referred to as Trustees;
  - The Ted Wragg Multi Academy Trust is referred to as The Trust and refers to all schools or academies within the Trust;
  - School or Academy refers to any one of the schools or academies within the Ted Wragg Multi Academy Trust;
  - Staff refers to all staff working at any one of the schools within the Ted Wragg Multi Academy Trust;
  - Students refers to all students being educated or on site at any one of the schools within the Ted Wragg Multi Academy Trust.

#### 4.0 Policy Development

- 4.1 This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:
  - Review a member of staff or working group pulled together all relevant information including relevant national and local guidance
  - Staff consultation all school staff were given the opportunity to look at the policy and make recommendations
  - Parent/stakeholder consultation parents and any interested parties were invited to attend a meeting about the policy
  - Pupil consultation we investigated what exactly pupils want from their RSE
  - Ratification once amendments were made, the policy was shared with governors and ratifiedClick or tap here to enter text.

#### 5.0 What is Relationship and Sex Education

5.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.



- 5.2 RSE involves a combination of sharing information and exploring issues and values.
- 5.3 RSE is not about the promotion of sexual activity.

#### 6.0 Legal Framework

- As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.
- We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.
- In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- The primary schools within the Ted Wragg Trust teach RSE as set out in this policy.
- Schools must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

The statutory guidance applies to

- Relationships Education (for Primary education)
- o Relationships and Sex Education (for Secondary Education)

The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

#### 7.0 Principles and Values

The Trust believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- Be an entitlement for all young people;
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness;
- Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other:
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up;
- We aim to work in partnership with parents and students, consulting them about the content of programmes;
- Recognise that the wider community has much to offer, and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.



#### 8.0 Relationships and Sex Education

8.1 Relationships and Sex education (across primary and secondary education) covers three main elements:

#### **Attitudes and Values**

- o learning the importance of values, individual conscience and moral choices;
- o learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- o exploring, considering and understanding moral dilemmas;
- o challenging myths, misconceptions and false assumptions about normal behaviour.

#### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- o learning to make choices with an absence of prejudice;
- o developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

#### **Knowledge and Understanding**

- o learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- o the avoidance of unplanned pregnancy.

# 9.0 Organisation and Content of Relationships and Sex Education (appendix – curriculum map)

- Primary schools within the Trust specifically deliver Relationships and Sex Education through the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- Primary sex education will focus on:
  - Preparing boys and girls for the changes that adolescence brings
  - How a baby is conceived and born
- Primary Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
  - o Families and people who care for me
  - Caring friendships
  - Respectful relationships
  - Online relationships
  - Being safe



- These areas of learning are taught within the context of family life taking care to ensure that there is no
  stigmatisation of children based on their home circumstances (families can include single parent
  families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers
  amongst other structures) along with reflecting sensitively that some children may have a different
  structure of support around them (for example: looked after children or young carers).
- RSE lessons are set within the wider context of the PSHE/SMSC curriculum and focus more on the
  emotional aspects of development and relationships, although the physical aspects of puberty and
  reproduction are also included in Science. The Science National Curriculum is delivered by class teachers.
  These lessons are more concerned with the physical aspects of development and reproduction, although
  the importance of relationships is not forgotten.
- Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

#### 10.0 Inclusion

**Ethnic and Cultural Groups** - We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

**Students with Special Needs** - We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

**Sexual Identity and Sexual Orientation** - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

#### 11.0 Roles and Responsibilities

#### 11.1 Trustees

The trustees will approve the RSE policy and hold the headteacher to account for its implementation.

#### 11.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 11).

#### 11.3 Staff



Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

#### 11.4 Pupils

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

#### 12.0 Parents' right to withdraw

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

Parents/Carers have the right to withdraw their children from the [non-statutory] components of sex education within RSE. Alternative work will be given to pupils who are withdrawn from sex education.

#### 13.0 Confidentiality, Controversial and Sensitive Issues

- 13.1 Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:
  - The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
  - Child protection issues will be considered and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
  - The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

#### 14.0 Training

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

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



#### **15.0** Monitoring Arrangements

- The delivery of RSE is monitored by the PSHE lead through:
  - o Termly monitoring arrangements, such as planning and book scrutinies and CPD.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by the PSHE lead annually. At every review, the policy will be approved by trustees.

#### **16.0** Policy Circulation

- This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule.
- This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.
- The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

#### 17.0 Adoption of the policy

This Policy has been adopted by the Trustees of the Ted Wragg Multi Academy Trust.



# 18.0 Appendix 1 – Curriculum map

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Children develop	their understanding	of P.S.H.E from the	onset, not only throug	h their everyday learr	ning, but through
				ndependent and guid		
				ported to follow our A		
				ne early years, childrer		
				ider those of <b>others</b> , fo		
	•	•	•	about resilience, perse	·	•
				their daily toothbrush		
				out eating healthy as	0 , 0	
Reception				to ensure that within t		
	· ·			P.S.H.E, from learning		0 '
				Each and every lessor		
				vareness, self-confider		
				m more mindful of the		
	Marco la ambanda ao	Friendship	To the second the second	Helping other	D:#	A continuality of
	New beginnings	Christmas	Truth and Honesty	people	Differences	Aspirations
	Whole Body	Whole Body	Whole Body	Whole Body	Whole Body	Whole Body
	Listening	Listening	Listening	Listening	Listening	Listening
	AA		Keeping Myself		Being My Best	C
	Me and My	Valuing Difference	Safe	N'arlaha asarah	• .	Growing and
	Relationships	To identify and		Rights and	What constitutes,	Changing
	How thou are	To identify and	What constitutes,	Responsibilities	and how to	The names for the
	How they can	respect the	and how to	The importance of	maintain, a healthy	The names for the
	contribute to the life of the classroom	differences and similarities between	maintain a healthy	The importance of and how to maintain	lifestyle including the	main parts of the body (including
	and school.	people.	lifestyle including	personal hygiene.	benefits of physical	external genitalia);
	To help construct,	To recognise	the benefits of	What improves and	activity, rest, healthy	the similarities and
	and agree to follow	different types of	physical activity,	harms their local	eating and dental	differences
	group, class and	teasing and	rest, healthy eating	natural and built	health.	between boys and
	school rules, and to	bullying; to	and dental	environments and		girls.
	understand how	understand that	health.	develop strategies	To recognise what	giiio.
	these rules help	these are wrong		and skills needed to	they like and dislike,	About the process
	them.	and	What constitutes,	care for these	how to make real,	of growing from
		unacceptable.	and how to	(including conserving	informed choices	young to old and
	To communicate	·	maintain, a	energy).	that improve their	how people's
	their feelings to	To recognise that	healthy lifestyle	0.7	physical and	needs change.
	others, to recognise		including the	That people and	emotional health, to	
	how others show	responsibility for	benefits of physical activity, rest,	other living things	recognise that choices can have	About the process
	feelings and how to	keeping	healthy eating and	have rights and that	good and not so	of growing from
	respond.	themselves and	dental health.	everyone has	good	young to old and
		others safe, when		responsibilities to	consequences.	how people's
	About good and	to say, 'Yes', 'No', 'I'll ask' and 'I'll tell'.	Rules for and ways	protect those rights	consequences.	needs change.
	not so good		of keeping	(	What constitutes,	
Year 1	feelings, a	including knowing	physically and	others' bodies and	and how to	About growing
	vocabulary to	that they do not	emotionally safe	feelings; being able	maintain, a healthy	and changing,
	describe their	need to keep	including	to take turns, share	lifestyle including the	and new
	feelings to others	secrets.	responsible ICT use	and understand the	benefits of physical	opportunities and
	and simple	To bolo o control	and online safety,	need to return things	activity, rest, healthy	responsibilities that
	strategies for	To help construct, and agree to	road safety, cycle	that have been borrowed).	eating and dental	increasing independence
	managing feelings.		safety and safety	bollowed).	health.	•
	About people who	follow group, class and school rules,	in the	That money comes		may bring.
	look after them,	and to understand	environment, rail,	from different	How some diseases	Strategies to resist
	their family	how these rules	water and fire	sources and can be	are spread and can	teasing or bullying,
	networks, who to go		safety.	used for different	be controlled; the	if they experience
	to if they are	morp morn.		nurnoses including	responsibilities they	or witness it, whom
	worried and how to	To identify their	About people who	the concepts of	have for their own	to go to and how
	attract their	special people	look after them,	spending and	health and that of	to get help.
	attention.	(family, friends,	their family	saving.	others; to develop	3 - 1
		carers), what	networks, who to		simple skills to help	The difference
	To recognise that	makes them	go to if they are	About the role	prevent diseases	between secrets
	they share a	special and how	worried and how	money plays in their	spreading.	and nice surprises
	responsibility for	special people	to attract their attention.	lives including how to	To think about	(that everyone will
	keeping themselves	should care for one	unemon.	keep it safe, choices	themselves, to learn	find out about
	and others safe,	another.	About the ways	about spending or	from their	eventually) and
	when to say, 'Yes',		that pupils can	saving money and	experiences, to	the importance of
	'No', 'I'll ask' and 'I'll	To recognise what	help the people	what influences	recognise and	not keeping any
	tell', including	is fair and unfair,	who look after	those choices.	celebrate their	secret that makes
	knowing that they	kind and unkind,	them to more		strengths and set	them feel
						ı



	do not need to	what is right and	easily protect		simple but	uncomfortable,
	keep secrets.	wrong.	them.		challenging goals.	anxious or afraid.
	That people's		To recognise that		To offer constructive	To recognise that
	bodies and feelings		they share a		support and	they share a
	can be hurt		responsibility for		feedback to others.	responsibility for
	(including what		keeping			keeping
	makes them feel		themselves and		To recognise how their behaviour	themselves and
	comfortable and uncomfortable).		others safe, when to say, 'Yes', 'No',			others safe, when to say, 'Yes', 'No', 'I'll
	oriconnionable).		'I'll ask' and 'I'll tell',		directs offici people	ask' and 'I'll tell',
	That they belong to		including knowing			including knowing
	various groups and		that they do not			that they do not
	communities, such		need to keep			need to keep
	as family and school.		secrets.			secrets. The names for the
	SCHOOL.		About change			main parts of the
	To recognise when		and loss and the			body (including
	people are being		associated feelings			external genitalia);
	unkind either to		(including moving			the similarities and
	them or others, how		home, losing toys,			differences
	to respond, who to tell and what to		pets or friends).			between boys and
	say.		That household			girls.
			products, including			What is meant by
	To listen to other		medicines, can be			'privacy'; their right
	people, and play		harmful if not used			to keep things
	and work cooperatively		properly.			'private'; the importance of
	(including strategies		To judge what kind			respecting others'
	to resolve simple		of physical			privacy.
	arguments through		contact is			
	negotiation).		acceptable,			
			comfortable,			
			unacceptable and uncomfortable			
			and how to			
			respond (including			
			who to tell and			
			how to tell them).			
	Me and My	Valuing Difference	Keeping Myself	Rights and	Being My Best	Growing and
	Relationships	To identify and	Safe	Responsibilities	To think about	Changing
	How they can	To identify and respect the	That household		themselves, to learn	
	contribute to the life	10300011110	products, including	That people and		To offer
		differences and			from their	1 1
	of the classroom	differences and similarities between		other living things	trom their experiences, to	constructive
	of the classroom and school.		medicines, can be harmful if not used	have rights and that	experiences, to recognise and	support and
	and school.	similarities between people.	medicines, can be	other living things	experiences, to recognise and celebrate their	
	and school.  To help construct,	similarities between people.  To recognise that	medicines, can be harmful if not used properly.	have rights and that everyone has responsibilities to protect those rights	experiences, to recognise and celebrate their strengths and set	support and feedback to others.
	and school.  To help construct, and agree to follow	similarities between people.  To recognise that	medicines, can be harmful if not used	have rights and that everyone has responsibilities to protect those rights (including protecting	experiences, to recognise and celebrate their strengths and set simple but	support and feedback to others. About change and
	and school.  To help construct,	similarities between people.  To recognise that their behaviour affects other	medicines, can be harmful if not used properly. Rules for and ways	have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and	experiences, to recognise and celebrate their strengths and set	support and feedback to others. About change and loss and the
	and school.  To help construct, and agree to follow group, class and school rules, and to understand how	similarities between people.  To recognise that their behaviour affects other people.	medicines, can be harmful if not used properly.  Rules for and ways of keeping physically and emotionally safe	have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able	experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To recognise what	support and feedback to others. About change and loss and the associated feelings
	and school.  To help construct, and agree to follow group, class and school rules, and to understand how these rules help	similarities between people.  To recognise that their behaviour affects other people.  To identify their	medicines, can be harmful if not used properly.  Rules for and ways of keeping physically and emotionally safe including	have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the	experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To recognise what they like and dislike,	support and feedback to others. About change and loss and the
	and school.  To help construct, and agree to follow group, class and school rules, and to understand how	similarities between people.  To recognise that their behaviour affects other people.  To identify their special people	medicines, can be harmful if not used properly.  Rules for and ways of keeping physically and emotionally safe including responsible ICT use	have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things	experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To recognise what they like and dislike, how to make real,	support and feedback to others.  About change and loss and the associated feelings (including moving
Year 2	and school.  To help construct, and agree to follow group, class and school rules, and to understand how these rules help	similarities between people.  To recognise that their behaviour affects other people.  To identify their	medicines, can be harmful if not used properly.  Rules for and ways of keeping physically and emotionally safe including	have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been	experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To recognise what they like and dislike,	support and feedback to others.  About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
Year 2	and school.  To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.  To communicate their feelings to	similarities between people.  To recognise that their behaviour affects other people.  To identify their special people (family, friends, carers), what makes them	medicines, can be harmful if not used properly.  Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety,	have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things	experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To recognise what they like and dislike, how to make real, informed choices that improve their physical and	support and feedback to others.  About change and loss and the associated feelings (including moving home, losing toys, pets or friends).  About the process
Year 2	and school.  To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.  To communicate their feelings to others, to recognise	similarities between people.  To recognise that their behaviour affects other people.  To identify their special people (family, friends, carers), what makes them special and how	medicines, can be harmful if not used properly.  Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety and safety in the	have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).	experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to	support and feedback to others.  About change and loss and the associated feelings (including moving home, losing toys, pets or friends).  About the process of growing from
Year 2	and school.  To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.  To communicate their feelings to others, to recognise how others show	similarities between people.  To recognise that their behaviour affects other people.  To identify their special people (family, friends, carers), what makes them special and how special people	medicines, can be harmful if not used properly.  Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail,	have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been	experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that	support and feedback to others.  About change and loss and the associated feelings (including moving home, losing toys, pets or friends).  About the process
Year 2	and school.  To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.  To communicate their feelings to others, to recognise how others show feelings and how to	similarities between people.  To recognise that their behaviour affects other people.  To identify their special people (family, friends, carers), what makes them special and how special people should care for one	medicines, can be harmful if not used properly.  Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire	have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).  About the 'special people' who work in their community and	experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have	support and feedback to others.  About change and loss and the associated feelings (including moving home, losing toys, pets or friends).  About the process of growing from young to old and
Year 2	and school.  To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.  To communicate their feelings to others, to recognise how others show	similarities between people.  To recognise that their behaviour affects other people.  To identify their special people (family, friends, carers), what makes them special and how special people	medicines, can be harmful if not used properly.  Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail,	have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).  About the 'special people' who work in their community and who are responsible	experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that	support and feedback to others.  About change and loss and the associated feelings (including moving home, losing toys, pets or friends).  About the process of growing from young to old and how people's needs change.
Year 2	and school.  To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.  To communicate their feelings to others, to recognise how others show feelings and how to respond.	similarities between people.  To recognise that their behaviour affects other people.  To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.  That they belong	medicines, can be harmful if not used properly.  Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.  About people who	have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).  About the 'special people' who work in their community and who are responsible for looking after	experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so	support and feedback to others.  About change and loss and the associated feelings (including moving home, losing toys, pets or friends).  About the process of growing from young to old and how people's needs change.
Year 2	and school.  To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.  To communicate their feelings to others, to recognise how others show feelings and how to respond.  To recognise different types of	similarities between people.  To recognise that their behaviour affects other people.  To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.  That they belong to various groups	medicines, can be harmful if not used properly.  Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.  About people who look after them,	have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).  About the 'special people' who work in their community and who are responsible for looking after them and protecting	experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	support and feedback to others.  About change and loss and the associated feelings (including moving home, losing toys, pets or friends).  About the process of growing from young to old and how people's needs change.
Year 2	and school.  To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.  To communicate their feelings to others, to recognise how others show feelings and how to respond.  To recognise different types of teasing and	similarities between people.  To recognise that their behaviour affects other people.  To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.  That they belong to various groups and communities	medicines, can be harmful if not used properly.  Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.  About people who look after them, their family	have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).  About the 'special people' who work in their community and who are responsible for looking after	experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	support and feedback to others.  About change and loss and the associated feelings (including moving home, losing toys, pets or friends).  About the process of growing from young to old and how people's needs change.  About growing and changing,
Year 2	and school.  To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.  To communicate their feelings to others, to recognise how others show feelings and how to respond.  To recognise different types of teasing and bullying; to	similarities between people.  To recognise that their behaviour affects other people.  To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.  That they belong to various groups and communities such as family and	medicines, can be harmful if not used properly.  Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety and safety in the environment, rail, water and fire safety.  About people who look after them, their family networks, who to	have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).  About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when	experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.  How some diseases are spread and can	support and feedback to others.  About change and loss and the associated feelings (including moving home, losing toys, pets or friends).  About the process of growing from young to old and how people's needs change.  About growing and changing, and new opportunities and responsibilities that
Year 2	and school.  To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.  To communicate their feelings to others, to recognise how others show feelings and how to respond.  To recognise different types of teasing and	similarities between people.  To recognise that their behaviour affects other people.  To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.  That they belong to various groups and communities	medicines, can be harmful if not used properly.  Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.  About people who look after them, their family	have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).  About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help,	experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.	support and feedback to others.  About change and loss and the associated feelings (including moving home, losing toys, pets or friends).  About the process of growing from young to old and how people's needs change.  About growing and changing, and new opportunities and responsibilities that increasing
Year 2	and school.  To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.  To communicate their feelings to others, to recognise how others show feelings and how to respond.  To recognise different types of teasing and bullying; to understand that these are wrong and	similarities between people.  To recognise that their behaviour affects other people.  To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.  That they belong to various groups and communities such as family and school.  To recognise what	medicines, can be harmful if not used properly.  Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.  About people who look after them, their family networks, who to go to if they are worried and how to attract their	have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).  About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999	experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.  How some diseases are spread and can be controlled; the responsibilities they have for their own	support and feedback to others.  About change and loss and the associated feelings (including moving home, losing toys, pets or friends).  About the process of growing from young to old and how people's needs change.  About growing and changing, and new opportunities and responsibilities that increasing independence
Year 2	and school.  To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.  To communicate their feelings to others, to recognise how others show feelings and how to respond.  To recognise different types of teasing and bullying; to understand that these are wrong	similarities between people.  To recognise that their behaviour affects other people.  To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.  That they belong to various groups and communities such as family and school.	medicines, can be harmful if not used properly.  Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.  About people who look after them, their family networks, who to go to if they are worried and how	have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).  About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help,	experiences, to recognise and celebrate their strengths and set simple but challenging goals.  To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.  How some diseases are spread and can be controlled; the responsibilities they	support and feedback to others.  About change and loss and the associated feelings (including moving home, losing toys, pets or friends).  About the process of growing from young to old and how people's needs change.  About growing and changing, and new opportunities and responsibilities that increasing



	Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.  To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.  About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.	what is right and wrong. To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).	they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.	What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).  That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.  About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.	and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.  The names for the main parts of the body (including external genitalia); the similarities and	The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.  Ways in which they are all unique; understand that there has never been, and will never be, another 'them'.  What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.
		Valuing Difference	Keeping Myself	Rights and	Being My Best	Growing and
	Relationships	To recognise	Safe	Responsibilities	How to make	Changing
	Why and how rules	different types of	To recognise when	To recognise the role	informed choices	To recognise what
	and laws that	relationships,	they need help	of voluntary,	(including	constitutes a
	protect them and	including those	and to develop	community and	recognising that	positive, healthy
	others are made and enforced, why	between acquaintances,	the skills to ask for help; to use basic	pressure groups, especially in relation	choices can have positive, neutral and	relationship and
	different rules are	friends, relatives	techniques for	to health and	negative	develop the skills to
	needed in different	· ·	resisting pressure to		consequences) and	form and maintain
	situations and how	ana ramilios.	do something	wellbellig.	to begin to	positive and
		What being part of	dangerous,	About people who	understand the	healthy
	making and	a community	unhealthy, that	are responsible for	concept of a	relationships.
	changing rules.	means and about	makes them	helping them stay	'balanced lifestyle'.	To recognise ways
		the varied	uncomfortable or	healthy and safe;		To recognise ways in which a
	About change,	institutions that	anxious, or that	how they can help	To recognise	relationship can be
	including transitions	support	they think is	these people to	opportunities and	unhealthy and
	(between Key	communities	wrong.	keep them healthy	develop the skills to	whom to talk to if
	Stages and	locally and		and sate.	make their own	they need
	schools), loss, separation, divorce	nationally.	That their actions affect themselves	To explore and	choices about food, understanding what	support.
	and bereavement.	To listen and	and others.	critique how the	might influence their	
., .	and boroavomorn.	respond	aria emiero.	media present	choices and the	To judge what kind
Year 3	To work	respectfully to a	To differentiate	information.	benefits of eating a	of physical contact
	collaboratively	wide range of	between the		balanced diet.	is acceptable or unacceptable and
	towards shared	people; to feel	terms, 'risk',	That resources can		how to respond.
	goals.	confident to raise	'danger' and	be allocated in	That bacteria and	
	To recognise what	their own	'hazard'.	different ways and that these economic	viruses can affect health and that	The concept of
	constitutes a	concerns; to recognise and	Which, why and	choices affect	following simple	'keeping
	positive, healthy	care about other	how, commonly	individuals,	routines can reduce	something
	relationship and	people's feelings	available	communities and the		confidential or
	develop the skills to	and to try to see,	substances and	sustainability of the		secret', when they should or should
	form and maintain	respect and if	drugs (including	environment across	To research, discuss	not agree to this
	positive and healthy	,	alcohol, nicotine in	the world.	and debate topical	and when it is right
	relationships.	constructively	tobacco and	A le ex 1.11	issues, problems and	to 'break a
	To dovolon	challenge others'	'energy drinks')	About the role	events concerning	confidence' or
	To develop strategies to resolve	points of view.	•	money plays in their own and others' lives,	health and wellbeing, and offer	'share a secret'.
	disputes and	To appreciate the	future health and	including how to	their	[
	conflict through	range of national,	safety; that some	manage their money		How their body will,
	negotiation and	regional, religious	are restricted and	and about being a	appropriate people.	and emotions may,
	appropriate	and ethnic	some are illegal to	critical consumer.		change as they
	compromise; to	identities in the	own, use and give		To recognise how	approach and move through
	give rich and	United Kingdom.	to others.	To develop an initial	images in the media	puberty.
	constructive			understanding of the	(and online) do not	1- 2-2-11/1



That differences To explore and concepts of 'interest', always reflect reality feedback and About human 'loan', 'debt', and support to benefit and similarities critique how the and can affect how reproduction. others as well as media present 'tax' (e.g. their people feel about between people arise from a information. contribution to themselves. themselves. number of factors, society through the payment of VAT). To recognise and including family, Strategies for To work manage 'dares'. cultural, ethnic, collaboratively keeping safe racial and religious online; the towards shared To resolve diversity, age, sex, importance of goals. differences by What positively and gender identity, protecting looking at negatively affects sexual orientation, personal alternatives, seeing and disability (see information, their physical, mental and respecting 'protected including and emotional others' points of characteristics' in passwords, health. view, making the Equality Act addresses and the decisions and distribution of 2010). explaining choices. images of To realise the themselves and To recognise what nature and others. constitutes a consequences of positive, healthy discrimination, How to manage relationship and teasing, bullying requests for develop the skills to and aggressive images of form and maintain behaviours themselves or positive and healthy (including cyber others; what is and relationships. bullying, use of is not appropriate prejudice-based to ask for or share; language, 'trolling'; who to talk to if how to respond they feel uncomfortable or and ask for help. are concerned by To realise the such a request. nature and consequences of To recognise, discrimination, predict and assess risks in different teasing, bullying and aggressive situations and behaviours decide how to (including cyber manage them bullying, use of responsibly prejudice-based (including sensible language, 'trolling'; road use and risks how to respond in their local and ask for help. environment) and to use this as an opportunity to build resilience. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for esisting pressure to do something dangerous, unhealthy, that makes them

			uncomfortable or			
			anxious, or that			
			they think is			
			wrong.			
			Which, why and			
			how, commonly			
			available			
			substances and			
			drugs (including			
			alcohol, nicotine in			
			tobacco and			
			'energy drinks')			
			can damage their immediate and			
			future health and			
			safety; that some			
			are restricted and			
			some are illegal to			
			own, use and give			
			to others.			
	Me and My	Valuing Difference	Keeping Myself	Rights and	Being My Best	Growing and
	Relationships	<b>3</b>	Safe	Responsibilities	J ,	Changing
	·	To develop		•	To reflect on and	
	To deepen their	strategies to	To differentiate	About people who	celebrate their	About change,
	understanding of	resolve disputes	between the	are responsible for	achievements,	including transitions
	good and not so	and conflict	terms, 'risk',	helping them stay	identify their	(between Key
	good feelings, to	through	'danger' and	healthy and safe;	strengths and areas	Stages and
	extend their	negotiation and	'hazard'.	how they can help	for improvement, set	schools), loss,
	vocabulary to	appropriate		these people to	high aspirations and	
	enable them to	compromise; to	Strategies for	keep them healthy	goals.	and
	explain both the	give rich and	keeping safe online; the	and safe.	How to make	bereavement.
	range and intensity of their feelings to	constructive feedback and	importance of	To understand that	How to make informed choices	How their body will,
	others.	support to benefit	protecting	everyone has human	(including	and emotions may,
	Officis.	others as well as	personal	rights, all peoples	recognising that	change as they
	To recognise what	themselves.	information,	and all societies and	choices can have	approach and
	constitutes a		including	that children have	positive, neutral and	move through
	positive, healthy	To judge what kind	passwords,	their own special	negative	puberty.
	relationship and	of physical contact		rights set out in the	consequences) and	
	develop the skills to	is acceptable or	distribution of	United Nations	to begin to	and emotions may,
	form and maintain	unacceptable and	images of	Declaration of the	understand the	change as they
	positive and healthy	how to respond.	themselves and	Rights of the Child;	concept of a	approach and
	relationships.		others.	that these universal	'balanced lifestyle'.	move through
		To recognise		rights are there to		puberty.
V 4	That their actions	different types of	Strategies for	protect everyone	What positively and	A la a cut la cua aua
Year 4	affect themselves and others.	relationships, including those	keeping physically and emotionally	and have primacy both over national	negatively affects their physical, mental	About human reproduction.
	dia officis.	between	safe including	law and family and	and emotional	reproduction.
	To work	acquaintances,	road safety	community	health.	The concept of
	collaboratively	friends, relatives	(including cycle	practices.	noamn.	'keeping
	towards shared	and families.	safety - the		How to make	something
	goals.		Bikeability	Why and how rules	informed choices	confidential or
		That differences	programme) and	and laws that	(including	secret', when they
	To recognise and	and similarities	safety in the	protect them and	recognising that	should or should
	respond	between people	environment	others are made and	choices can have	not agree to this
	appropriately to a	arise from a	(including rail,	enforced, why	positive, neutral and	and when it is right
	wider range of	number of factors,	water and fire	different rules are	negative	to 'break a
	feelings in others.	including family,	safety).	needed in different situations and how to	consequences) and	confidence' or
	To recognise that	cultural, ethnic, racial and religious	To recognise and	take part in making	to begin to understand the	'share a secret'.
	they may	diversity, age, sex,	manage 'dares'.	and changing rules.	concept of a	That marriage is a
	experience	gender identity,	manago adios.	S. 14 S. 14 I girlig 10103.	'balanced lifestyle'.	commitment freely
	conflicting emotions	,	Which, why and	To research, discuss		entered into by
	and when they	and disability (see	how, commonly	and debate topical	To recognise	both people; that
	might need to listen		available	issues, problems and	opportunities and	no one should
	to, or overcome	characteristics' in	substances and	events concerning	develop the skills to	marry if they don't
	these.	the Equality Act	drugs (including	health and	make their own	absolutely want to
	1	2010).	alcohol, nicotine in	0.	choices about food,	do so, or are not
	What positively and		tobacco and	their	understanding what	making this
	negatively affects	To realise the	'energy drinks')	recommendations to	_	decision freely for
	their physical,	nature and	rcan aamage their	appropriate people.	choices and the	themselves.



						<u>*****99</u>
	mental and	consequences of	immediate and		benefits of eating a	
	emotional health.	discrimination,	future health and	To explore and	balanced diet.	
		teasing, bullying	safety; that some	critique how the		
	To recognise their	and aggressive	are restricted and	media present	That resources can	
	increasing	behaviours	some are illegal to	information.	be allocated in	
	independence	(including cyber	own, use and give	inionnanon.	different ways and	
	·			To realize the	,	
	brings increased	bullying, use of	to others.	To realise the	that these economic	
	responsibility to	prejudice-based		consequences of	choices affect	
	keep themselves	language, 'trolling';	To recognise when		individuals,	
	and others safe.	how to respond	they need help	aggressive and	communities and the	
		and ask for help.	and to develop	harmful behaviours	sustainability of the	
			the skills to ask for	such as bullying and	environment across	
		To appreciate the	help; to use basic	discrimination of	the world.	
		range of national,	techniques for	individuals and		
		regional, religious	resisting pressure to		What being part of a	
		and ethnic	do something	develop strategies	community means	
		identities in the	dangerous,	for getting support	and about the	
		United Kingdom.	unhealthy, that	for themselves or for	varied institutions	
			makes them	others at risk.	that support	
		To explore and	uncomfortable or		communities locally	
		critique how the	anxious, or that	That they have	and nationally.	
		media present	they think is	different kinds of	,	
		information.	wrong.	responsibilities, rights		
		To recognise and		and duties at home,		
		challenge	How pressure to	at school, in the		
			behave in			
		stereotypes.		community and		
			unacceptable,	towards the		
			unhealthy or risky	environment; to		
			ways can come	continue to develop		
			from a variety of	the skills to exercise		
			sources, including	these responsibilities.		
			people they know			
			and the media.	About the role		
				money plays in their		
				own and others' lives,		
				including how to		
				<u> </u>		
				manage their money		
				and about being a		
				and about being a critical consumer.		
				and about being a critical consumer.		
				and about being a critical consumer.  To develop an initial		
				and about being a critical consumer.  To develop an initial understanding of the		
				and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest',		
				and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and		
				and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their		
				and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to		
				and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the		
				and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to		
				and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).		
	Me and My	Valuing Difference	Keeping Myself	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and		Growing and
	Me and My Relationships		Keeping Myself Safe	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).	Being My Best	Growing and Changing
	Relationships	To recognise	Safe	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities	Being My Best What positively and	Changing
	<b>Relationships</b> To work	To recognise different types of	<b>Safe</b> What is meant by	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and	Being My Best What positively and negatively affects	Changing  To deepen their
	Relationships  To work collaboratively	To recognise different types of relationships,	Safe What is meant by the term 'habit'	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects	Being My Best  What positively and negatively affects their physical, mental	Changing  To deepen their understanding of
	<b>Relationships</b> To work	To recognise different types of	<b>Safe</b> What is meant by	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental	Being My Best  What positively and negatively affects their physical, mental	Changing  To deepen their
	Relationships  To work collaboratively	To recognise different types of relationships,	Safe What is meant by the term 'habit'	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects	Being My Best  What positively and negatively affects their physical, mental	Changing  To deepen their understanding of
	Relationships  To work collaboratively towards shared	To recognise different types of relationships, including those	Safe  What is meant by the term 'habit' and why habits	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental	Being My Best  What positively and negatively affects their physical, mental and emotional	Changing  To deepen their understanding of good and not so
	Relationships  To work collaboratively towards shared goals.	To recognise different types of relationships, including those between	Safe  What is meant by the term 'habit' and why habits can be hard to	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental and emotional	Being My Best  What positively and negatively affects their physical, mental and emotional	Changing  To deepen their understanding of good and not so good feelings, to extend their
	Relationships  To work collaboratively towards shared goals.  To develop	To recognise different types of relationships, including those between acquaintances, friends, relatives	Safe  What is meant by the term 'habit' and why habits can be hard to change.	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental and emotional health.	Being My Best  What positively and negatively affects their physical, mental and emotional health.  How to make	Changing  To deepen their understanding of good and not so good feelings, to extend their vocabulary to
	Relationships  To work collaboratively towards shared goals.  To develop strategies to resolve	To recognise different types of relationships, including those between acquaintances, friends, relatives	Safe  What is meant by the term 'habit' and why habits can be hard to change.  To recognise,	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental and emotional health.  How to make	Being My Best  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices	Changing  To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to
	Relationships  To work collaboratively towards shared goals.  To develop strategies to resolve disputes and	To recognise different types of relationships, including those between acquaintances, friends, relatives and families.	Safe  What is meant by the term 'habit' and why habits can be hard to change.  To recognise, predict and assess	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices	Being My Best  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including	Changing  To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the
Year 5	Relationships  To work collaboratively towards shared goals.  To develop strategies to resolve disputes and conflict through	To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  To listen and	Safe  What is meant by the term 'habit' and why habits can be hard to change.  To recognise, predict and assess risks in different	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including	Being My Best  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that	Changing  To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity
Year 5	Relationships  To work collaboratively towards shared goals.  To develop strategies to resolve disputes and conflict through negotiation and	To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  To listen and respond	Safe  What is meant by the term 'habit' and why habits can be hard to change.  To recognise, predict and assess risks in different situations and	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that	Being My Best  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have	Changing  To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to
Year 5	Relationships  To work collaboratively towards shared goals.  To develop strategies to resolve disputes and conflict through negotiation and appropriate	To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  To listen and respond respectfully to a	Safe  What is meant by the term 'habit' and why habits can be hard to change.  To recognise, predict and assess risks in different situations and decide how to	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have	Being My Best  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and	Changing  To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity
Year 5	Relationships  To work collaboratively towards shared goals.  To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to	To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  To listen and respond respectfully to a wide range of	Safe  What is meant by the term 'habit' and why habits can be hard to change.  To recognise, predict and assess risks in different situations and decide how to manage them	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and	Being My Best  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative	Changing  To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
Year 5	Relationships  To work collaboratively towards shared goals.  To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and	To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  To listen and respond respectfully to a wide range of people; to feel	Safe  What is meant by the term 'habit' and why habits can be hard to change.  To recognise, predict and assess risks in different situations and decide how to manage them responsibly	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative	Being My Best  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and	Changing  To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.  To judge what kind
Year 5	Relationships  To work collaboratively towards shared goals.  To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive	To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  To listen and respond respectfully to a wide range of people; to feel confident to raise	Safe  What is meant by the term 'habit' and why habits can be hard to change.  To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and	Being My Best  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to	Changing  To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.  To judge what kind of physical contact
Year 5	Relationships  To work collaboratively towards shared goals.  To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and	To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  To listen and respond respectfully to a wide range of people; to feel	Safe  What is meant by the term 'habit' and why habits can be hard to change.  To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to	Being My Best  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the	Changing  To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.  To judge what kind of physical contact is acceptable or
Year 5	Relationships  To work collaboratively towards shared goals.  To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit	To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  To listen and respond respectfully to a wide range of people; to feel confident to raise	Safe  What is meant by the term 'habit' and why habits can be hard to change.  To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and	Being My Best  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to	Changing  To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.  To judge what kind of physical contact
Year 5	Relationships  To work collaboratively towards shared goals.  To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and	To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  To listen and respond respectfully to a wide range of people; to feel confident to raise their own	Safe  What is meant by the term 'habit' and why habits can be hard to change.  To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to	Being My Best  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the	Changing  To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.  To judge what kind of physical contact is acceptable or
Year 5	Relationships  To work collaboratively towards shared goals.  To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit	To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to	Safe  What is meant by the term 'habit' and why habits can be hard to change.  To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a	Being My Best  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a	Changing  To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.  To judge what kind of physical contact is acceptable or unacceptable and
Year 5	Relationships  To work collaboratively towards shared goals.  To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as	To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other	Safe  What is meant by the term 'habit' and why habits can be hard to change.  To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the	Being My Best  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a	Changing  To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.  To judge what kind of physical contact is acceptable or unacceptable and how to respond.
Year 5	Relationships  To work collaboratively towards shared goals.  To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.	To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings	Safe  What is meant by the term 'habit' and why habits can be hard to change.  To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a	Being My Best  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.	Changing  To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.  To judge what kind of physical contact is acceptable or unacceptable and how to respond.
Year 5	Relationships  To work collaboratively towards shared goals.  To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as	To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other	Safe  What is meant by the term 'habit' and why habits can be hard to change.  To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to	and about being a critical consumer.  To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).  Rights and Responsibilities  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.	Being My Best  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.  To reflect on and	Changing  To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.  To judge what kind of physical contact is acceptable or unacceptable and how to respond.



	appropriately to a	necessary	To realise the	achievements,	identify their	Stages and
	wider range of	constructively	consequences of	identify their	strengths and areas	schools), loss,
	feelings in others.	challenge others'	anti-social,	strengths and areas	for improvement, set	separation, divorce
	0	points of view.	aggressive and	for improvement, set	high aspirations and	and
	To recognise what	points of flotts	harmful behaviours		goals.	bereavement.
	_	To avalous similar Han		-	godis.	beleavernerii.
	constitutes a	To appreciate the	such as bullying	goals.		
	positive, healthy	range of national,	and discrimination		What being part of a	
	relationship and	regional, religious	of individuals and	What being part of a		and emotions may
	develop the skills to	and ethnic	communities; to	community means	and about the	change as they
	form and maintain	identities in the	develop strategies	and about the	varied institutions	approach and
	oositive and healthy	United Kingdom.	for getting support	varied institutions	that support	move through
ľ	relationships.	010 01	for themselves or	that support	communities locally	puberty.
	101011311193.	That differences	for others at risk.	communities locally	and nationally.	poberry.
	T i		TOF OTHERS OFFISK.		and nationally.	Alle evil de distre evil e evil
	To recognise when	and similarities	- " " "	and nationally.		About taking care
	they need help and	between people	To realise the		To recognise their	of their body,
	to develop the skills	arise from a	nature and	To recognise their		understanding that
	to ask for help; to	number of factors,	consequences of	increasing	independence	they have the right
	use basic	including family,	discrimination,	independence	brings increased	to protect their
	techniques for	cultural, ethnic,	teasing, bullying	brings increased	responsibility to keep	body from
		racial and religious	and aggressive	responsibility to keep	themselves and	inappropriate and
	do something			themselves and		
	0	diversity, age, sex,	behaviours		others safe.	unwanted
	dangerous,	gender identity,	(including cyber	others safe.		contact;
	unhealthy, that	sexual orientation,	bullying, use of			understanding that
	makes them	and disability (see	prejudice-based	About people who	are responsible for	actions such as
	uncomfortable or	'protected	language, 'trolling';	are responsible for	helping them stay	female genital
	anxious, or that they	characteristics' in	how to respond	helping them stay	healthy and safe;	mutilation (FGM)
	think is wrong.	the Equality Act	and ask for help.	healthy and safe;	how they can help	constitute abuse
	11 III IIX 13 **10119.		and ask for Help.			and are a crime,
	To room mine the end	2010).	Ctrata sila - f	how they can help	these people to	
	To recognise that		Strategies for	these people to	keep them healthy	and develop the
	they may	To recognise and	keeping physically	keep them healthy	and safe.	skills and strategies
	experience	challenge	and emotionally	and safe.		required to get
(	conflicting emotions	stereotypes.	safe including		To recognise how	support if they
	and when they	,,	road safety	To recognise how	images in the media	have fears for
	might need to listen	About the	(including cycle	images in the media	(and online) do not	themselves or their
	to, or overcome	difference	safety - the	(and online) do not	always reflect reality	
	•					peers.
	these.	between, and the	Bikeability	always reflect reality	and can affect how	
		terms associated	programme) and	and can affect how	people feel about	That their actions
	To realise the nature	with, sex, gender	safety in the	people feel about	themselves.	affect themselves
	and consequences	identity and sexual	environment	themselves.		and others.
	of discrimination,	orientation.	(including rail,			
	teasing, bullying		water and fire			The concept of
	and aggressive	To examine	safety).			'keeping
			sulely).			
	behaviours	critically what is				something
		presented to them	To recognise and			confidential or
	bullying, use of	in social media	manage 'dares'.			secret', when they
	prejudice-based	and why it is				should or should
	language, 'trolling';	important to do so;	That pressure to			not agree to this
	how to respond	understand how	behave in an			and when it is right
	and ask for help.	information	unacceptable,			to 'break a
		contained in social				confidence' or
			, ,			
	To realise the	media can	way can come			'share a secret'.
	consequences of	misrepresent or	from a variety of			l
	anti-social,	mislead; the	sources, including			To recognise and
	aggressive and	importance of	people they know			challenge
	harmful behaviours,	being careful what	and the media.			stereotypes.
	such as bullying	they forward to				, ,
	and discrimination	others.	The importance of			To realise the
		OHIGI3.				
	of individuals and	TI1-11	protecting			nature and
	communities; to	That their actions	personal			consequences of
			information,			discrimination,
	develop strategies	affect themselves				teasing, bullying
	for getting support	and others.	including			
			including passwords,			and aggressive
	for getting support		passwords,			and aggressive behaviours
	for getting support for themselves or for		passwords, addresses and the			behaviours
	for getting support for themselves or for		passwords, addresses and the distribution of			behaviours (including cyber
	for getting support for themselves or for		passwords, addresses and the distribution of images of			behaviours (including cyber bullying, use of
	for getting support for themselves or for		passwords, addresses and the distribution of images of themselves and			behaviours (including cyber bullying, use of prejudice-based
	for getting support for themselves or for		passwords, addresses and the distribution of images of			behaviours (including cyber bullying, use of prejudice-based language, 'trolling'
	for getting support for themselves or for		passwords, addresses and the distribution of images of themselves and			behaviours (including cyber bullying, use of prejudice-based
	for getting support for themselves or for		passwords, addresses and the distribution of images of themselves and others.			behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond
	for getting support for themselves or for		passwords, addresses and the distribution of images of themselves and others. Which, why and			behaviours (including cyber bullying, use of prejudice-based language, 'trolling';
	for getting support for themselves or for		passwords, addresses and the distribution of images of themselves and others. Which, why and how, commonly			behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.
	for getting support for themselves or for		passwords, addresses and the distribution of images of themselves and others. Which, why and how, commonly available			behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.  That differences
	for getting support for themselves or for		passwords, addresses and the distribution of images of themselves and others. Which, why and how, commonly			behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.



							<u>vvi 499</u> =
				alcohol, nicotine in			arise from a
				tobacco and			number of factors,
							· ·
				'energy drinks')			including family,
				can damage their			cultural, ethnic,
				immediate and			racial and religious
				future health and			diversity, age, sex,
				safety; that some			gender identity,
				are restricted and			sexual orientation,
				some are illegal to			and disability (see
				own, use and give			'protected
				to others.			characteristics' in
				io omers.			
							the Equality Act
				To differentiate			2010).
				between the			,
				terms, 'risk',			About the
				'danger' and			difference
				'hazard'.			between, and the
							terms associated
							with, sex, gender
							identity and sexual
							orientation.
f		Me and My	Valuing Difference	Keeping Myself	Rights and		Growing and
		Relationships	. aloning Dilicitelice	Safe	Responsibilities	Being My Best	Changing
		keidilonsnips	The sub-stiff	suie	kesponsibilines		Changing
		_	That differences			What positively and	
		To work	and similarities	Strategies for	To explore and	negatively affects	About change,
		collaboratively	between people	keeping safe	critique how the		including transitions
		towards shared	arise from a	online; the	media present	their physical, mental	(between Key
			number of factors.	importance of	· ·	and emotional	
		goals.			information.	health.	Stages and
			including family,	protecting			schools), loss,
		To develop	cultural, ethnic,	personal	To recognise how	To roflect an and	separation, divorce
		strategies to resolve	racial and reliaious	information,	images in the media	To reflect on and	and
		disputes and	diversity, age, sex,	including	(and online) do not	celebrate their	bereavement.
				_		achievements,	beleavement.
		conflict through	gender identity,	passwords,	always reflect reality	identify their	
		negotiation and	sexual orientation,	addresses and the		strengths and areas	To recognise how
		appropriate	and disability (see	distribution of	people feel about	<u> </u>	images in the
		compromise; to	'protected	images of	themselves.	for improvement, set	media (and online)
		give rich and	characteristics' in	themselves and	1110111301703.	high aspirations and	do not always
		-				goals.	
		constructive	the Equality Act	others.	To examine critically	· ·	reflect reality and
		feedback and	2010).		what is presented to	To research, discuss	can affect how
		support to benefit		Strategies for	them in social media		people feel about
		others as well as	To realise the	keeping physically		and debate topical	themselves.
					important to do so;	issues, problems and	1110111301403.
		themselves.	nature and	and emotionally		events concerning	
			consequences of	safe including	understand how	health and	To explore and
		To recognise what	discrimination,	road safety	information		critique how the
		constitutes a	teasing, bullying	(including cycle	contained in social	wellbeing, and offer	media present
		positive, healthy	and aggressive	safety - the	media can	their	information.
	Year 6	relationship and	behaviours	· · · · · · · · · · · · · · · · · · ·	misrepresent or	recommendations to	ii ii oii i i diloi i.
	i eui o	•		Bikeability		appropriate people.	\\/\land=
		develop the skills to	(including cyber	programme) and	mislead; the	To recognise, predict	What positively
		form and maintain	bullying, use of	safety in the	importance of being	and assess risks in	and negatively
		positive and healthy	prejudice-based	environment	careful what they		affects their
		relationships.	language, 'trolling';	(including rail,	forward to others.	different situations	physical, mental
		To recognise when	how to respond	water and fire		and decide how to	and emotional
		and how to ask for	and ask for help.	safety).	About the role	manage them	health.
			and ask for help.	, ,		responsibly (including	nealin.
		help and use basic		What is meant by	money plays in their	sensible road use	
		techniques for	To appreciate the		own and others' lives,	and risks in their local	To recognise when
		resisting pressure to	range of national,	and why habits	including how to		and how to ask for
		do something	regional, religious	can be hard to	manage their money	environment) and to	help and use basic
		dangerous,	and ethnic	change.	and about being a	use mis as an	techniques for
		•		criarige.	•	opportunity to build	
		unhealthy, that	identities in the		critical consumer.	resilience.	resisting pressure to
		makes them	United Kingdom.	Which, why and			do something
		uncomfortable,		how, commonly	To develop an initial	To recognize when	dangerous,
		anxious or that they	About the	available	understanding of the	To recognise when	unhealthy, that
		believe to be	difference		concepts of 'interest',	they need help and	makes them
		wrong.	between, and the	drugs (including	'loan', 'debt', and	to develop the skills	uncomfortable
			perween, and me	alcohol, nicotine in		to ask for help; to use	· ·
		wiong.	tornon mana ci-i-i		'tax' (e.g. their		anxious or that
			terms associated			pasic techniques for	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
		To recognise when	with, sex, gender	tobacco and	contribution to	basic techniques for resisting pressure to	they believe to be
			with, sex, gender			resisting pressure to	they believe to be wrong.
		To recognise when they need help and	with, sex, gender identity and sexual	tobacco and 'energy drinks')	contribution to society through the	resisting pressure to do something	l '
		To recognise when they need help and to develop the skills	with, sex, gender	tobacco and 'energy drinks') can damage their	contribution to	resisting pressure to do something dangerous,	wrong.
		To recognise when they need help and to develop the skills to ask for help; to	with, sex, gender identity and sexual orientation.	tobacco and 'energy drinks') can damage their immediate and	contribution to society through the payment of VAT).	resisting pressure to do something	wrong.  How their body will,
		To recognise when they need help and to develop the skills to ask for help; to use basic	with, sex, gender identity and sexual orientation.  To listen and	tobacco and 'energy drinks') can damage their immediate and future health and	contribution to society through the payment of VAT).  To recognise the role	resisting pressure to do something dangerous, unhealthy, that	wrong.  How their body will, and emotions may,
		To recognise when they need help and to develop the skills to ask for help; to use basic techniques for	with, sex, gender identity and sexual orientation. To listen and respond	tobacco and 'energy drinks') can damage their immediate and future health and safety; that some	contribution to society through the payment of VAT).  To recognise the role of voluntary,	resisting pressure to do something dangerous, unhealthy, that makes them	wrong.  How their body will, and emotions may, change as they
		To recognise when they need help and to develop the skills to ask for help; to use basic	with, sex, gender identity and sexual orientation.  To listen and	tobacco and 'energy drinks') can damage their immediate and future health and	contribution to society through the payment of VAT).  To recognise the role	resisting pressure to do something dangerous, unhealthy, that	wrong. How their body and emotions i



do something danaerous. unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.

To recognise and respond appropriately to a wider range of feelings in others.

That marriage is a commitment freely entered into by both people: that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves.

That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others. To judge what kind of physical contact is acceptable or unacceptable and how to respond.

About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.

Strategies for keeping safe online the importance of protecting personal information, including passwords, addresses and the distribution of images of

wide range of people; to feel confident to raise their own concerns: to recognise and care about other people's feelings and to try to see, respect and if necessary constructively

challenge others'

points of view.

To recognise different types of relationships, including those between acquaintances, friends, relatives and families.

To recognise and challenge stereotypes.

some are illegal to own, use and give to others.

How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.

To recognise that they may experience conflicting emotions and when they might overcome these.

pressure groups, especially in relation to health and wellbeing.

That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.

That resources can be allocated in different ways and need to listen to, or that these economic choices affect individuals, communities and the sustainability of the environment across the world.

> Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

anxious, or that they think is wrong.

move through puberty.

About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime. and develop the skills and strategies required to get support if they have fears for themselves or their peers.

The concept of 'keepina something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

About human reproduction. That bacteria and viruses can affect health and that following simple routines can reduce their spread.

			Ted 5 Wragg 2
themselves and			
others.			
Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).			

NB: The lessons that have (\*) are the lessons in which there are sections of the lesson that parents have the right to withdraw their child from a section of the lesson.



# 18.0 Appendix 2

# By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul> <li>That families are important for children growing up because they can give love, security and stability</li> <li>The characteristics of healthy family life, commitment to each other, including</li> </ul>
	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
	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
	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
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
	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
	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
Respectful relationships	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
	Practical steps they can take in a range of different contexts to improve or support respectful relationships
	The conventions of courtesy and manners
	The importance of self-respect and how this links to their own happiness
	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
	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
	What a stereotype is, and how stereotypes can be unfair, negative or destructive
	The importance of permission-seeking and giving in relationships with friends, peers and adults



TOPIC	PUPILS SHOULD KNOW
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not
	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
	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
	How information and data is shared and used online
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
	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
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
	How to recognise and report feelings of being unsafe or feeling bad about any adult
	How to ask for advice or help for themselves or others, and to keep trying until they are heard
	How to report concerns or abuse, and the vocabulary and confidence needed to do so
	Where to get advice e.g. family, school and/or other sources