

Relationships and Sex Education (RSE) Policy Primary

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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

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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 ratified
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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)
- 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

- learning the importance of values, individual conscience and moral choices;
- 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;
- exploring, considering and understanding moral dilemmas;
- 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;
- learning to make choices with an absence of prejudice;
- 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

- 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;
- 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:
 - 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)
- Sex and Relationship Policy Primary – June 2024

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 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 staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.
- Pupils also receive stand-alone sex education sessions delivered by a trained health professional.
- 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. The following lessons are non-statutory components of our RSE programme and we therefore inform parents of their right to request their child to be withdrawn from the following SCARF 'Growing and Changing' lessons:

Year 6

Lesson 5 – Is this Normal (Female Genital Mutilation / FGM)

Notes: Although FGM is not part of statutory components of RSE, the Keeping Children Safe in Education statutory guidance does emphasise the importance of safeguarding children from FGM. The majority of cases of FGM happen to girls of primary school age and therefore education and awareness surrounding FGM is an importance aspect of our RSE curriculum. Conversations about our bodies and emphasising with all children that they are the best person to decide what happens to their own body provides a natural opportunity to talk briefly about FGM and help raise awareness. In turn, this helps to safeguard those children both in school and any female members of their family.

Lesson 7 – Making Babies

Notes: This lesson aims to help children understand how babies are conceived; this is important to understand before pupils transition to secondary school, to support their ongoing emotional and physical development effectively, as stated by the DfE.

Lesson 8 – What is HIV?

Notes: HIV is included in the SCARF programme as it enables our school to meet the statutory requirements under Health Education (in the Health and Prevention category) for all children by the end of Y6 to know:

- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.

The purpose of this particular SCARF lesson is to raise awareness and reduce stigma and misconceptions surrounding HIV and the impact of this stigma on mental health. This is in line with advice on designing an age-appropriate curriculum from the Sex Education Forum.

Notification will always be sent to Parents/Carers in advance of the RSE lessons. If, as a Parent/Carer, you feel it necessary to withdraw your child please arrange to come to school and discuss your concerns with the Headteacher.

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:
 - 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 – SMSC and PSHE Curriculum Map

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Children develop their understanding of P.S.H.E from the onset, not only through their everyday learning, but through carefully planned PSHE and SMSC DEAR themed stories, independent and guided learning opportunities and their very own SMSC Assemblies. Children are encouraged and supported to follow our Academy Rules and live by British Values which underpin the curriculum. Throughout their time in the early years, children have the opportunity to consider their own views and opinions as they are encouraged to consider those of others, for example in Term One when they look closely at their own and each other's' families. They learn about resilience, perseverance and collaboration through our Growth Mind Set behaviours. Through their PE sessions and their daily toothbrushing they begin to understand about the importance of physical health and in Term 6, they learn about eating healthy as an important factor in their own growth and development. The curriculum has been mapped out to ensure that within the specific guided challenges, linked to our purposeful stories, there are opportunities to focus on P.S.H.E, from learning to build relationships to recognising our individual strengths, understanding what makes us unique. Each and every lesson is designed by the nature of its delivery, to support children to strengthen their relationships, self-awareness, self-confidence and develop skills in managing their own feelings and behaviour, making them more mindful of the feelings of their peers.</p>					
	New beginnings Whole Body Listening	Friendship Christmas Whole Body Listening	Truth and Honesty Whole Body Listening	Helping other people Whole Body Listening	Differences Whole Body Listening	Aspirations Whole Body Listening
Year 1	<p>Me and My Relationships</p> <p>How they can contribute to the life of the classroom and school. To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To recognise that 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.</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>That they belong to various groups and communities, such as family and school.</p> <p>To recognise when people are being unkind</p>	<p>Valuing Difference</p> <p>To identify and respect the differences and similarities between people.</p> <p>To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable.</p> <p>To recognise that 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.</p> <p>To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p>	<p>Keeping Myself Safe</p> <p>What constitutes, and how to maintain a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>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.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>About the ways that pupils can help the people who look after them to more easily protect them.</p> <p>To recognise that 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.</p> <p>About change and loss and the associated</p>	<p>Rights and Responsibilities</p> <p>The importance of and how to maintain personal hygiene. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</p> <p>That people and other living things 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).</p> <p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>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.</p>	<p>Being My Best</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>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.</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To offer constructive support and feedback to others.</p>	<p>Growing and Changing</p> <p>The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.</p> <p>About the process of growing from young to old and how people's needs change.</p> <p>About the process of growing from young to old and how people's needs change.</p> <p>About growing and changing, and new opportunities and responsibilities that increasing independence may bring.</p> <p>Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>To recognise that they share a responsibility for</p>

	<p>either to them or others, how to respond, who to tell and what to say.</p> <p>To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>		<p>feelings (including moving home, losing toys, pets or friends).</p> <p>That household products, including medicines, can be harmful if not used properly.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p>		<p>To recognise how their behaviour affects other people</p>	<p>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.</p> <p>The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.</p> <p>What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p>
Year 2	<p>Me and My Relationships</p> <p>How they can contribute to the life of the classroom and school.</p> <p>To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable.</p> <p>Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p>	<p>Valuing Difference</p> <p>To identify and respect the differences and similarities between people.</p> <p>To recognise that their behaviour affects other people.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>That they belong to various groups and communities such as family and school.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>	<p>Keeping Myself Safe</p> <p>That household products, including medicines, can be harmful if not used properly.</p> <p>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.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>About the ways that pupils can help the people who look after them to more easily protect them.</p> <p>To recognise that 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.</p>	<p>Rights and Responsibilities</p> <p>That people and other living things 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).</p> <p>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 in an emergency.</p> <p>What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</p> <p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>About the role money plays in their lives including how to keep it safe, choices about spending or saving</p>	<p>Being My Best</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>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.</p> <p>How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>The importance of and how to maintain personal hygiene.</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>The names for the main parts of the body (including external genitalia); the similarities and</p>	<p>Growing and Changing</p> <p>To offer constructive support and feedback to others.</p> <p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>About the process of growing from young to old and how people's needs change.</p> <p>About growing and changing, and new opportunities and responsibilities that increasing independence may bring.</p> <p>The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.</p> <p>Ways in which they are all unique; understand that there has never been, and will never be, another 'them'.</p> <p>What is meant by 'privacy'; their right to keep things 'private';</p>

				money and what influences those choices.	differences between boys and girls.	the importance of respecting others' privacy.
Year 3	Me and My Relationships	Valuing Difference	Keeping Myself Safe		Being My Best	Growing and Changing
	<p>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.</p> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>To work collaboratively towards shared goals.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>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.</p> <p>To recognise and manage 'dares'.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p>	<p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p> <p>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 and to try to see, respect and if necessary constructively challenge others' points of view.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling';</p>	<p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>That their actions affect themselves and others.</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>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.</p> <p>To explore and critique how the media present information.</p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>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</p>	<p>Rights and Responsibilities</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To explore and critique how the media present information.</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>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).</p>	<p>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'.</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>That bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To work collaboratively towards shared goals. What positively and negatively affects their physical, mental and emotional health.</p>	<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>How their body will, and emotions may, change as they approach and move through puberty.</p> <p>About human reproduction.</p>

		how to respond and ask for help.	<p>use this as an opportunity to build resilience.</p> <p>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'.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>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.</p>			
Year 4	<p>Me and My Relationships</p> <p>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.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>That their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To recognise that they may experience conflicting emotions and</p>	<p>Valuing Difference</p> <p>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.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity,</p>	<p>Keeping Myself Safe</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>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).</p> <p>To recognise and manage 'dares'.</p> <p>Which, why and how, commonly available</p>	<p>Rights and Responsibilities</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child; that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p> <p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different</p>	<p>Being My Best</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>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'.</p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand</p>	<p>Growing and Changing</p> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>How their body will, and emotions may, change as they approach and move through puberty.</p> <p>How their body will, and emotions may, change as they approach and move through puberty.</p> <p>About human reproduction.</p> <p>The concept of 'keeping something confidential or secret', when they should or should</p>

	<p>when they might need to listen to, or overcome these.</p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p>	<p>age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>To explore and critique how the media present information.</p> <p>To recognise and challenge stereotypes.</p>	<p>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.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p>	<p>situations and how to take part in making and changing rules.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.</p> <p>To explore and critique how the media present information.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>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.</p> <p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>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).</p>	<p>the concept of a 'balanced lifestyle'.</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p>	<p>not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>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.</p>
Year 5	<p>Me and My Relationships</p> <p>To work collaboratively towards shared goals.</p> <p>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.</p>	<p>Valuing Difference</p> <p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>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</p>	<p>Keeping Myself Safe</p> <p>What is meant by the term 'habit' and why habits can be hard to change.</p> <p>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</p>	<p>Rights and Responsibilities</p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand</p>	<p>Being My Best</p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>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'.</p>	<p>Growing and Changing</p> <p>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.</p> <p>To judge what kind of physical contact</p>

<p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p>	<p>feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>To recognise and challenge stereotypes.</p> <p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>That their actions affect themselves and others.</p>	<p>opportunity to build resilience.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>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).</p> <p>To recognise and manage 'dares'.</p> <p>That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>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.</p> <p>To differentiate between the terms,</p>	<p>the concept of a 'balanced lifestyle'.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>	<p>is acceptable or unacceptable and how to respond.</p> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>How their body will, and emotions may, change as they approach and move through puberty.</p> <p>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.</p> <p>That their actions affect themselves and others.</p> <p>The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To recognise and challenge stereotypes.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p>
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			'risk', 'danger' and 'hazard'.			<p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p>
Year 6	<p>Me and My Relationships</p> <p>To work collaboratively towards shared goals.</p> <p>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.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p>	<p>Valuing Difference</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>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 and to try to see, respect and if</p>	<p>Keeping Myself Safe</p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>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). What is meant by the term 'habit' and why habits can be hard to change.</p> <p>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.</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p>	<p>Rights and Responsibilities</p> <p>To explore and critique how the media present information.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>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).</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation</p>	<p>Being My Best</p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. 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 build resilience.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p>	<p>Growing and Changing</p> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To explore and critique how the media present information.</p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</p> <p>How their body will, and emotions may, change as they approach and</p>

	<p>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.</p> <p>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.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>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.</p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>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).</p>	<p>necessary constructively challenge others' points of view.</p> <p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>To recognise and challenge stereotypes.</p>	<p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p>	<p>to health and wellbeing.</p> <p>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.</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>The concept of 'keeping 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'.</p> <p>About human reproduction. That bacteria and viruses can affect health and that following simple routines can reduce their spread.</p>
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