



Relationships and sex education policy (from 2020)

Oasis Academy Skinner Street

Approved by: Victoria Richmond **Date:** [Date]

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1. Aims

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
- Foster respect, tolerance and love for others, regardless of race, gender, religion or difference, within a framework of equality of opportunity and fairness

At Oasis Academy Skinner Street we believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practice the Oasis 9 Habits. The 9 Habits are fundamental and underpin all actions, approaches and relationships with others.

The 9 Habits inspire us to act in a way that enables us to be our best and bring our best to our learning and the community we are a part of.

Through this character development we nurture and promote resilience and encourage children to reach their aspirations.

<p>Compassionate</p> <p><i>"To be compassionate and kind whilst acting justly."</i></p> <p>Compassion is the ability and willingness to place ourselves in the position of another and, as a result, be able to show kindness to them, without ignoring or dismissing the truth about their situation.</p>	<p>Patient</p> <p><i>"To be patient and persevering."</i></p> <p>Patience is the ability not just to tolerate delay or something not happening as quickly as we might have hoped for. It is also about the way we wait and the attitude we adopt as we do, delaying immediate gratification and being prepared to keep going for the long haul, not giving up when things don't work out but finding ways to develop work that is sustainable and grow relationships steadily. As we grow patience we gain a long-term perspective.</p>	<p>Humble</p> <p><i>"To be honouring of others through serving with humility."</i></p> <p>To be humble is to recognise that all people are created equal and are therefore of equal value. Because of this, a humble person will not look to use others or use power to coerce, or pursue position and status but instead will choose to serve others, seeing their intrinsic worth and giving them honour and encouragement.</p>
<p>Joyful</p> <p><i>"To be joyful and positive and help others to be the same."</i></p> <p>Being joyful is not a matter of merely smiling but is rooted in a deep sense of contentment with life, free from grasping and striving. Such joy brings peace and calm to ourselves and others. It is allowing and allowing others to be themselves in our lives and the lives we are a part of.</p>	<p>Honest</p> <p><i>"To be honest and have integrity."</i></p> <p>Honesty is about being truthful. Being honest includes acknowledging when we have got things wrong and taking responsibility for our actions. As we do this, we become a person of integrity - there is an alignment between what we say, we are and how we behave.</p>	<p>Hopeful</p> <p><i>"To be hopeful in awaiting transformation."</i></p> <p>Hope is not wishful thinking. It is a belief that causes us to find the light when everything around us feels hard or dark or challenging or without hope. Someone once said that 'you have to look at darkness until it seems daylight'. So hope is about holding on and working for a better tomorrow, despite what the conditions and circumstances say today.</p>
<p>Considerate</p> <p><i>"To choose to love others like you love yourself."</i></p> <p>To be considerate is to see the intrinsic worth in others, to choose to care about them and treat them in the way that you would yourself. That is only if it is possible when we understand our own self-worth and function form that place and belief. When we do this it changes the way we see, treat and respond to others.</p>	<p>Forgiving</p> <p><i>"To be forgiving and committed to healthy relationships."</i></p> <p>To forgive another is to choose not to allow their actions and behaviour in the past, which may have hurt or offended us, to determine our behaviour towards them in the future. Forgiveness is never easy, but it is always transforming... it always changes things.</p>	<p>Self-controlled</p> <p><i>"To be self-controlled."</i></p> <p>Self-control is having the ability to manage our own emotions and actions, when we have self-control we are not controlled by our own emotions but we are able to maintain a right perspective on our life, our work and our relationships, it is a key part of emotional intelligence.</p>

2. Statutory requirements

Maintained primary schools insert:

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Oasis Academy Skinner Street we teach RSE as set out in this policy.

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](#).

At Oasis Academy Skinner Street we teach RSE as set out in this policy.

You should also refer to your funding agreement and articles of association for further information.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with the Regional Director and ratified

4. Definition

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

RSE involves a combination of sharing information, and exploring issues and values.

RSE is **not** about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within 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).

Pupils also receive stand-alone sex education sessions delivered by school staff. When RSE lessons are delivered there are 2 members of staff present.

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

Sex education focuses on teaching fundamental building blocks about children's bodies and how they change including:

- Puberty - Preparing boys for the changes that adolescence brings
- Puberty – Preparing girls for the changes that adolescence brings
- How a baby is conceived and born
- How to keep our bodies safe.

For more information about our RSE curriculum, see Appendices 1 and 2 of this policy and also the full RSE Scheme of Work.

The RSE 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. The RSE SOW promotes that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures and reflects sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Special Educational Needs

Relationships Education, RSE and Health Education must be accessible for all students. This is particularly important when planning teaching for students with special educational needs and disabilities.

- High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.
- Adults should be aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some students; for example those with Social, Emotional and Mental Health needs or learning disabilities.
- Teachers should ensure that their teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.

7 Roles and responsibilities

7.1 The governing board

The Regional Director will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

The principal 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 8).

7.3 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 principal.

All class teachers are responsible for teaching RSE curriculum at Oasis Academy Skinner Street.

7.4 Pupils

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

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

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

Mrs Debbie Davies will also invite visitors from outside the school, such as school nurse, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs Debbie Davies through:

Planning scrutinises, learning walks, lesson observations and book scrutinises

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Claire Dysart (Deputy Principal) annually. At every review, the policy will be approved by Regional director and Victoria Richmond - Principal.

Appendix 1: Curriculum map

	Being Me in my world (Health and Wellbeing)	Celebrating differences (Health and Wellbeing)	Dreams and goals (Living in the wider world)	Healthy me (Health and Wellbeing)	Relationships	Changing me (Including Sex Education) (Health and Wellbeing)
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>Help others feel welcome</p> <p>Try to make our school community a better place</p> <p>Think about everybody's right to learn</p> <p>Care about other people's feelings</p> <p>Work well with others Choose to follow the learning charter</p> <p>Accept that everyone is different</p> <p>Include others when working and playing</p> <p>Know how to help if someone is being bullied</p> <p>Try to solve problems</p> <p>Try to use kind words</p>	<p>I can tell you about the people whose job it is to keep us safe</p> <p>I know how to get help in an emergency (how to dial 999 and what to say)</p>	<p>Stay motivated when doing something challenging</p> <p>Keep trying even when it is difficult</p> <p>Work well with a partner or in a group</p> <p>Have a positive attitude</p> <p>Help others to achieve their goals</p> <p>Are working hard to achieve their own dreams and goals</p>	<p>Have made a healthy choice</p> <p>Have eaten a healthy balanced diet</p> <p>Have been physically active</p> <p>Have tried to keep themselves and others safe</p> <p>Know how to be a good friend and enjoy healthy relationships.</p>	<p>Know how to make friends</p> <p>Try to solve friendship problems when they occur</p> <p>Help others to feel part of a group</p> <p>Show respect in how they treat others</p> <p>Know how to help themselves and others when they feel hurt and upset</p> <p>Know and show what makes a good relationship.</p>	<p>Understand that everyone is unique and special</p> <p>Can express how they feel when change happens</p> <p>Understand and respect the changes that they see in themselves and other people</p> <p>Know who to ask for help if they are worried about change</p> <p>Are looking forward to change</p>

<p>Year 1</p>	<p>I understand the rights and responsibilities of being a member in my class</p> <p>I know how to make my class a safe place for everybody to learn</p> <p>I can tell you ways that I am different from my friends.</p> <p>I understand these differences make us all special and unique.</p> <p>I can talk about the different feelings humans can experience</p> <p>I can recognise and name different feelings</p> <p>I can recognise how others might be feeling</p> <p>I can talk about things that help people feel good</p>	<p>I can talk about how to keep safe at home and fire safety</p> <p>I understand that household products including medicines can be harmful if not used correctly</p> <p>I can talk about things that people can put into their body or on their skin and how these can affect how people feel</p> <p>I understand basic rules to keep safe online, including what is meant by personal information and what should be kept private; I know the importance of telling a trusted adult if I come across something that scares me</p>	<p>I know what rules are, why they are needed and why different rules are needed</p> <p>I know how people and other living things have different needs; I know about the responsibilities of caring for them</p> <p>I know things I can do to help look after the environment</p> <p>I can talk about the different roles and responsibilities people have in their community</p> <p>I know how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>I know what money is; the forms money comes in; that money comes from different sources</p> <p>I understand that everyone has different strengths</p> <p>I know that jobs help people to earn money to pay for things</p> <p>I can talk about different jobs people have or people in the community have</p> <p>I can tell you how I felt when I succeeded in a new challenge and celebrated it.</p> <p>I know how to store the feelings of success in my internal treasure chest.</p>	<p>I can tell you why I think my body is amazing and can identify to some ways to keep it healthy and safe.</p> <p>I can recognise how being healthy helps me to feel happy.</p> <p>I can talk about what keeping healthy means and different ways to keep healthy</p> <p>I can talk about foods that support good health and the risks of eating too much sugar</p> <p>I know how physical activity helps us to stay healthy; and ways to be physically active every day</p> <p>I know why sleep is important and different ways to relax</p> <p>I understand simple hygiene routines that can stop germs from spreading</p> <p>I understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>I know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>I know how to keep safe in the sun and protect skin from sun damage</p> <p>I can talk about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</p>	<p>I can identify the people who love and care for me, and what they do to help me feel cared for</p> <p>I can identify common features of family life</p> <p>I know that it is important to tell someone if something about my family makes me unhappy or worried</p> <p>I can talk about how people make good friends and what makes a good friendship</p> <p>I can tell you why I appreciate someone who is special to me.</p> <p>I know how to ask for help if a friendship is making me feel unhappy</p> <p>I can express how I feel about them.</p>	<p>I can recognise what makes me special</p> <p>I can recognise the ways in which we are all unique</p> <p>I can identify what I am good at, what I like and dislike</p> <p>I can talk about growing and changing from young to old and how people's needs change</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these.</p> <p>I respect my body and understand which parts are private.</p> <p>Are looking forward to change</p>
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<p>Year 2</p>	<p>I understand the rights and responsibilities of being a member in my class and school</p> <p>I can help to make my class a safe and fair space to learn</p> <p>I can identify some ways in which my friend is different from me.</p> <p>I can tell you why I value this difference about him/her.</p> <p>I can recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>I can use a range of words to describe feelings</p> <p>I can talk about different things I can do to manage big feelings, to help calm myself down and/or change my mood when I don't feel good</p> <p>I can recognise when I need help with feelings; that it is important to ask for help with feelings; and how to ask for help</p> <p>I can talk about change and loss (including death); to identify feelings associated with this and to recognise what helps people to feel better</p>	<p>I understand there are ae restrictions on games etc. to keep me safe</p> <p>I recognise there are risks in everyday situations and can talk about the actions to take to minimise harm to me and others</p> <p>I can tell you different ways to keep safe in familiar and unfamiliar environments, and how to cross the road safely</p> <p>I know what to do if there is an accident and someone is hurt</p> <p>I know how to get help in an emergency (how to dial 999 and what to say)</p>	<p>I can talk about different groups I belong to and explain why/give reasons</p> <p>I recognise the ways I am the same as and different to other people</p> <p>I can explain some of the ways I work cooperatively in my group to create the end product.</p> <p>I will learn about the role of the internet in everyday life and that not all information online is true</p> <p>I will know that people make different choices about how to save and spend money</p> <p>I know about the difference between needs and wants' that sometimes people may not always be able to have the things they want</p> <p>I will know that money needs to be looked after; different ways of doing this</p> <p>I can talk about some of the strengths and interests someone might need to do different jobs</p> <p>I can express how it felt to be working as part of this group.</p>	<p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can express how it feels to share healthy food with my friends.</p> <p>I know why sleep is important and different ways to relax</p> <p>I understand simple hygiene routines that can stop germs from spreading</p> <p>I understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>I know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>I know how to keep safe in the sun and protect skin from sun damage</p> <p>I can talk about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<p>I can talk about the roles different people play in my life</p> <p>I can identify some of the things that cause me conflict between me and my friends.</p> <p>I can talk about different families including those that may be different to my own</p> <p>I know that it is important to tell someone if something about my family makes me unhappy or worried</p> <p>I am able to recognise when I or someone else feels lonely and what to do</p> <p>I can identify simple strategies to resolve arguments between friends positively</p> <p>I know how to ask for help if a friendship is making me feel unhappy</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.</p>	<p>I know how to manage when I am finding things difficult</p> <p>I can recognise the physical differences between boys and girls, use the correct names for the parts of the body and appreciate that some parts of my body are private.</p> <p>I can tell you what I like/don't like about being a boy/girl.</p> <p>Are looking forward to change</p>
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	Being Me in my world (Health and Wellbeing)	Celebrating differences (Health and Wellbeing)	Dreams and goals (Living in the wider world)	Healthy me (Health and Wellbeing)	Relationships	Changing me (Including Sex Education) (Health and Wellbeing)
Year 3	<p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I value myself and know how to make someone else feel valued and welcome</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p>	<p>I can tell you about a time when my words affected someone’s feelings and what the consequences were.</p> <p>I can give and receive compliments and know how this feels.</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail,</p>	<p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling;</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>I can express how being anxious or scared feels.</p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I can show an awareness of how this could affect my choices.</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending</p>	<p>I can identify boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p>

	<p>water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>food choices)</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’</p> <p>L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more</p>	<p>good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of</p>	<p>time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>H36. strategies to manage transitions between classes and key stages</p>
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			<p>than one career/type of job during their life</p>	<p>balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>		
Year 4	<p>I understand how democracy and having a voice benefits the school community</p> <p>I can take on a role in a group and contribute to the overall outcome</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know what it means to be resilient and to have a positive attitude.</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including</p>	<p>I can explain different points of view on animal rights issues.</p> <p>I can express my own opinion and feelings on this.</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p>	<p>I can identify what I am looking forward to when I am in Year 5.</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H35. about the new opportunities and</p>

	<p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	<p>in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use</p>	<p>obesity and tooth decay.</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep</p>	<p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p>
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			<p>plastics, or giving to charity)</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p>	<p>safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>		
	Being Me in my world (Health and Wellbeing)	Celebrating differences (Health and Wellbeing)	Dreams and goals (Living in the wider world)	Healthy me (Health and Wellbeing)	Relationships	Changing me (Including Sex Education) (Health and Wellbeing)
Year 5	<p>I understand my rights and responsibilities as a British citizen and a member of my school</p> <p>I can empathise with people in this country whose lives are different to my own</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and</p>	<p>I can explain the differences between direct and indirect types of bullying.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine.</p> <p>I can reflect on how these relate to my own.</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L6. about the different groups that make up their community;</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I respect and value my body.</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an</p>	<p>I can explain how to stay safe when using technology to communicate with my friends.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests</p>	<p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen</p>

<p>proportionately in different situations</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	<p>manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how</p>	<p>what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the Community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things</p>	<p>inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively</p>	<p>when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p>
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	<p>to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p>	<p>that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>L25. to recognise positive things about themselves and</p>		<p>and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	
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			<p>their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p>			
Year 6	<p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand my own wants and needs and can compare these with children in different communities</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in either situation.</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>I can identify why I am motivated to do this.</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the Community</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused.</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this.</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses</p>	<p>I can recognise when people are trying to gain power or control.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness,</p>	<p>I can describe how a baby develops from conception through the 9 months of pregnancy and how it is born.</p> <p>I recognise how I feel when I reflect on the development and birth of a baby.</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene</p>

<p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	<p>products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p>	<p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on</p>	<p>can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and</p>	<p>routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p>
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	<p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p>	<p>social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have;</p>		<p>reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	
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			<p>that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship,</p>			
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			university)			
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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
Online relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Definitions for Relationships and Sex Education

Curriculum	Notes on statutory content and placing this learning in the curriculum	Main subject location(s)	Phase to introduce
Naming main external body parts (including correct terms for genitali	<p>Naming main external body parts is in Year 1 National Curriculum Science. The science programme of study does not list parts of the body to teach and does not prohibit teaching any parts.</p> <p>The structure and function of the male and reproductive organs are covered in more detail (internal and external) in National Curriculum Science Key Stage 3.</p> <p>Naming genitalia will also be part of learning about changing adolescent body under Health Education.</p>	<p>Science</p> <p>Science</p> <p>Health Education</p>	Primary
Learning about privacy of genitalia.	This is safeguarding and also compatible with the interpretation of Relationships education.	Relationships Education	Primary
<p>Sexual reproduction in humans</p> <ul style="list-style-type: none"> - Sperm and egg needed to make a baby - Conception, including IVF - Sexual intercourse - Birth 	<p>This can be covered in science, building on a sequence of learning in science about reproduction. However, National Curriculum Science treats human reproduction as optional content when covering sexual reproduction in animals.</p> <p>When learning about human sexual reproduction in science pupils might also be given context – see below.</p>	<p>Science</p> <p>And / or</p> <p>Sex education</p>	Primary
<p>Context of human sexual reproduction and sexual intercourse</p> <ul style="list-style-type: none"> - Reproduction is adult; requires physical and emotional maturity, - Legal age of consent to sex 	<p>This context can be covered to some extent whether human reproduction is taught in science or as part of sex education.</p> <p>Relationships Education includes that pupils should know: 'that families are important for children growing up because they can give love, security and stability'.</p>	<p>Science</p> <p>And / or</p> <p>Sex education</p>	Primary

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