



Jubilee L.E.A.D. Academy Relationships and Sex Education (R.S.E) Policy

Policy Statement

Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies, adapted to meet the needs of individual contexts and cohorts.

The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Health, Sex and Relationship Education.

L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Head teacher of each academy.

This policy outlines the commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance 2019 and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving primary education.

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE will be taught in an age-appropriate manner throughout each Academy within the Trust.

Legal Framework

Updated guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Academies' Funding Agreements require academies to have regard to [DfE's statutory guidance on sex and relationship education](#)

Duty to promote wellbeing (Children Act 2004) <http://www.legislation.gov.uk/ukpga/2004/31/contents>

Please note: This policy should be read in conjunction with our policies on Safeguarding & Child Protection, Special Educational Needs & Disabilities (SEND) and Equality.

Definition

RSHE is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. This is aimed at building the foundation of skills and knowledge that will be developed further at a secondary level. Our key aim in providing RSHE is to

safeguard our pupils. Pupil will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Defining Relationships Education

Relationships Education is learning about how to:

- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.

This will particularly refer to all family relationships, friendships and relationships with peers and adults.

Defining Health education

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others. The statutory subject of Health Education includes coverage of: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and, changing adolescent body (ie. puberty education).

Defining Sex education

Sex education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy. The national curriculum for science includes content about human body parts, growth, puberty and gestation. Parents do not have the right to withdraw from this aspect of the curriculum. In this school we have decided that it is also important to include discussion around positive body image and self-awareness and understanding positive relationships, to educate the children in our community for adulthood (and for secondary school) in their last year of primary school

Sex Education for primary age pupils is not compulsory. However, at L.E.A.D. Academy Trust, all academies should ensure that any sex education programme designed and implemented, is age appropriate and is tailored to the physical and emotional maturity of the pupils, and should be aligned with the model policies issued by the relevant local authority. The policy will equally be outlined and shared with the relevant stakeholders and parents.

Key Objectives

The key objectives of the RSHE programme should be to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Develop pupils' skills around assessing risk and keeping safe
- Enable pupils to recognise and manage their emotions effectively
- Support Pupils to effectively manage their health and wellbeing
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships

- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Provide pupils with the knowledge and skills to access appropriate support

The RSHE programme is based on the needs of pupils, in order to support learning outcomes appropriate to their age, ability and level of maturity. Pupils will be helped to appreciate difference and to respect themselves and others.

The Curriculum:

RSHE will be taught in each year group throughout the Academy. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. RSHE will be delivered, and parents/carers will be informed of what will be covered annually.

The curriculum will ensure coverage of the following core elements:

1. Knowledge and Understanding

2. Personal and Social Skills

3. Attitudes and Values

Aspects of Coverage/ Concepts

The following aspects and concepts will be covered within the RSHE guidance published in September 2020.

Concepts within the Curriculum	
Mental wellbeing	Physical health & fitness
Sexual education	Being safe
Changing adolescent body	Health & prevention
Basic first aid	Internet safety & harms
Drugs alcohol & tobacco	Healthy eating
Respectful relationships	Families (& people who care for me)
Online relationships	Caring friendships

We work to objectives in each year group that support the outcomes outlined in the government RSHE guidance. Please see Appendix 1.

Sex Education

In addition to Relationships and Health Education, sex education is taught in years 5 and 6. Parents are able to withdraw their child from this learning if they choose to (see 'Parents' section below).

Implementation:

We deliver our RSHE curriculum through a range of approaches within the school day.

These include:

- Assemblies
- 6 hours of PSHE a half term
- Science Lessons
- Computing Lessons
- Insert delivery model

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the Academy at any time they are dealing with children.

Teaching and Learning

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies may be used, including:

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Use strategies for pupils who may not wish to raise suggestions in front of others e.g. a question (ballot style) box.

Equality, Inclusion and Support

At Jubilee L.E.A.D. Academy we are committed to applying the equality duty. It is the responsibility of all staff, leaders and governors to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity, and to foster good relations between people.

RSHE will be accessible to all. Through the delivery of RSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. We aim to deliver RSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at the Academy fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the Academy population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the Academy community and wider society where possible.

SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

Safe Learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

When pupils can write independently, pupils may be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant Academy procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

External speakers

External speakers may be used to enhance the delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

- be suitably qualified to deliver RSHE sessions
- be aware of the school policy on RSHE and work within this
- be supervised by a member of staff at all times when on school premises
- be familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns
- understand their contribution they make to the broader RSHE programme
- be suitably vetted prior to being booked

Staff Training

All staff delivering RSHE will take part in training and be familiar with this policy. If a staff member has additional learning and development needs, these will be supported either through mentoring from a more experienced staff member in the Academy, team-teaching, observations, or attendance at an internal or external training event.

Assessment and Review

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This may include marked workbooks; self-assessment and peer assessment. Governors will monitor the achievement of pupils in RSHE. Pupil's progress in RSHE will be included in the end of year report.

The Role of Parents

RSHE is a partnership between the Academy and parents/carers. We recognise that in RSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that RSHE delivered within the Academy is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our Academy through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents routinely about the Academy's RSHE policy and practice (prospectus/letters/emails/ website)
- The curriculum content and organisation is shared and explained (knowledge organisers / explanation of what is covered and when)

- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the Academy
- Conduct consultation on an annual basis about any needs in relation to our RSHE programme and policy

Any parents wanting more information about our RSHE curriculum can contact Ms Sarafina Matumbike or Miss Lorraine Swan.

Right to withdraw from Sex Education

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the science curriculum). There is no right to withdraw from Relationships Education or Health Education. Any parent wishing to exercise this right should initially contact the Head teacher to discuss the matter.

If a pupil is withdrawn from an aspect of Sex Education, alternative arrangements will be put in place. This provision and the nature of this learning will be negotiated on an individual basis, dependent on the needs of the pupil.

Resources

As with any other subjects, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate resources. Teachers select resources that support the learning outcomes for the year group they are teaching. Parents are invited annually to review these resources and familiarise themselves with anything which is used.

We hold a parents meeting each year where you can familiarise yourself with the resources to be used. If you would like to see these at other times of the year please speak to your child's teacher. If you would like to discuss any of the resources in more detail please contact Ms Sarafina Matumbike or Miss Lorraine Swan.

Confidentiality, Safeguarding and Child Protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

Menstrual Wellbeing

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units are available in the KS2 toilets outside WRAP.
- Pupils can access sanitary products from the Attendance Office and the First Aid room.
- For those experiencing period poverty free sanitary protection can be accessed from Attendance Office and the First Aid room.

When a pupil starts menstruating in the Academy, we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in year 3, with a recap in year 4 and more detailed input in years 5 and 6. If your child has difficulties managing their periods at the Academy please contact Mrs Kirsty O'Connor for support.

The Role of the Head Teacher

It is the responsibility of the Head teacher to ensure:

- That parents and staff are informed about the academy's RSHE policy.
- The policy is implemented effectively.
- That members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- This policy is monitored on a regular basis and reports are made to governors on the effectiveness of the policy.

Links to other Policies

It is important to acknowledge that this policy does not remain in isolation and is used in conjunction with the following Policies:

- *Anti-bullying*
- *Healthy eating*
- *Religious Education*
- *Science*
- *Safeguarding*
- *Equality*
- *Health and Safety*
- *SMSC*
- *British Values*
- *Curriculum*
- *Complaints*

Concerns/ Complaints

Any concerns regarding this policy should be addressed informally in the first instance by approaching your child's class teacher. If concerns remain, then they should be addressed via the complaints procedure which is available on the academy website.

Appendix 1:

Year 1 Big Question	Autumn 1 Belonging	Autumn 2 Respecting ourselves and others	Spring 1 Money and Work	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Changing and Growing
Key Knowledge						
Health and Wellbeing	R21. I know about what kind and unkind behaviour is and how this affects others.	R11. I know about how people may feel if they experience hurtful behaviour or bullying.	L3. I know about things I can do to help look after my environment.	H1. I know what it means to be healthy and why it is important.	R1. I know about the roles different people play in our lives.	R5. I know that it is important to tell someone (such as my teacher) if something about my family makes me unhappy or worried.
Relationships	R22. I know how to treat myself and others with respect and how to be polite and courteous.	R12. I know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.	L5. I know about the different roles and responsibilities people have in my community	H2. I know what foods support good health and the risks off eating too much sugar.	R2. I know the people who love and care for me.	R13. I know how to recognise that some things are private and the importance of respecting privacy; that parts of my body covered by underwear are private.
Living in the Wider World	L1. I know about what rules are, why they are needed and why different rules are needed for different situations.	L14. I know that everyone has different strengths.	L15. I know that jobs help people to earn money to pay for things.	H3. I know about how physical activity helps us to stay healthy and ways to be physically active every day.	R3. I know about different types of families including those that are different to me.	R16. I know about how to respond if physical contact makes me feel uncomfortable or unsafe.
	R22. I know how to treat myself and others with respect and how to be polite and courteous.	L16. I know the different jobs that people and I know what jobs people who work in the community do.	H5. I know simple hygiene routines that can stop germs from spreading.	H32. I know ways to keep safe in familiar and unfamiliar environments (e.g.	R4. I know the common features of family life.	R18. I know about the

		<p>the ways they are the same as, and different to, other people.</p>	<p>L17. I know about some of the strengths and interests someone might need to do different jobs.</p>	<p>beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</p> <p>H33. I know about the people whose job it is to help keep us safe.</p> <p>H34. I know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if I come across something that scares me.</p> <p>H37. I know about things that people can put into their body or on their skin; how these can affect how people feel.</p> <p>R15. I know how to respond safely to adults I don't know.</p>		<p>importance of not keeping adults' secrets (only happy surprises that others will find out eventually).</p> <p>R20. I know what to do if I feel unsafe or worried for myself or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until I am heard.</p>
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				<p>R17. I know about situations when I should ask for permission and also when my permission should be sought.</p> <p>L7. I know about how the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p>L8. I know about the role of the internet in everyday life.</p> <p>L9. I know that not all information seen online is true.</p>		
Concepts	Relationships Living in the Wider World	Relationships Living in the Wider World	Living in the Wider World	Health and Wellbeing Relationships Living in the Wider World	Relationships	Relationships
Resources	https://www.twinkl.co.uk/resource/ks1-belonging-ppt-t-tp-2660290 https://www.twinkl.co.uk/r	https://anti-bullyingalliance.org.uk/anti-bullying-week/school-resources/pri https://anti-bullyingalliance.org.uk/anti-bullying-week/school-resources/pri	https://www.twinkl.co.uk/resource/t-t-29304-who-can-help-me-cut-and-stick-activity-sheet	https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/psh-e/health-and-wellbeing-pshe-	https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/psh-e/relationshi https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/	https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/

	esource/2020-kind-and-unkind-sorting-activity-t-tp-2660176	https://www.bbc.co.uk/programmes/articles/5w7nscs7JM5r7GPvTBjGIDX/anti-bullying-week-resources	https://www.twinkl.co.uk/resource/psh-e-and-citizenship-ks1-aiming-high-lesson-4-jobs-for-all-lesson-pack-t-lf-2549183	subjects-key-stage-1	https://www.twinkl.co.uk/resource/me-key-stage-1-subjects/psh-e/relationships
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Year 2 Big Question	Autumn 1 Belonging	Autumn 2 Respecting ourselves and others	Spring 1 Money and Work	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Changing and Growing
	How does my behaviour impact others in my class?	How should I treat others?	What is money and why do we need it?	What are the good routines to maintain physical and mental health?	What are the different roles people play in our life?	How do we change as we grow?
Key Knowledge Health and Wellbeing Relationships Living in the Wider World	H28. I know about rules and age restrictions that keep us safe. R12. I know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. R19. I know the basic techniques for resisting pressure to do something I don't want to do and which may make me unsafe.	H21. I know how to recognise what makes me special. H22. I know how to recognise the ways in which we are all unique. H23. I know how to identify what I am good at, what I like and dislike. R10. I know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online. R11. I know about how people may feel if they experience hurtful behaviour or bullying.	L10. I know what money is; forms that money comes in; that money comes from different sources. L11. I know that people make different choices about how to save and spend money. L12. I know about the difference between needs and wants; that sometimes people may not always be able to have the things they want. L13. I know that money needs to be looked after; different ways of doing this.	H4. I know why sleep is important and different ways to rest and relax. H5. I know simple hygiene routines that can stop germs from spreading. H6. I know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. H7. I know about dental care and visiting the dentist; how to brush teeth correctly; food and	H10. I know about the people who help us to stay physically healthy. R6. I know how people make friends and what makes a good friendship. R7. I know how to recognise when I or someone else feels lonely and what to do. R8. I know some simple strategies to resolve arguments between friends positively. R9. I know how to ask for help if a friendship is making them	H11. I know the different feelings that humans can experience. H12. I know how to recognise and name different feelings. H13. I know how feelings can affect people's bodies and how they behave. H14. I know how to recognise what others might be feeling. H15. I know how to recognise that not everyone feels the same at the same time, or feels the same about the same things.

	<p>R24. I know how to listen to other people and play and work cooperatively.</p> <p>R25. I know how to talk about and share my opinions on things that matter to me.</p> <p>L1. I know about what rules are, why they are needed and why different rules are needed for different situations.</p>	<p>R12. I know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p> <p>R23. I know how to recognise the ways in which they are the same and different to others.</p> <p>L4. I know about the different groups I belong to.</p>		<p>drink that support dental health.</p> <p>H8. I know how to keep safe in the sun and protect skin from sun damage.</p> <p>H9. I know about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</p> <p>.</p> <p>H29. I know how to recognise risk in simple everyday situations and what action to take to minimise harm.</p> <p>H30. I know about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</p>	<p>feel unhappy.</p>	<p>H16. I know how to share feelings; a range of words to describe feelings.</p> <p>H17. I know about the things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <p>H18. I know the different things they can do to manage big feelings, to help calm myself down and/or change my mood when I don't feel good.</p> <p>H19. I know how to recognise when I need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</p> <p>H20. I know about change and loss (including death); to identify</p>
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				H31. I know that household products (including medicines) can be harmful if not used correctly.	feelings associated with this; to recognise what helps people to feel better.
				H24 I know how to manage when finding things difficult.	
				H25. I know how to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).	
				H26. I know about growing and changing from young to old and how people's needs change.	
				H27. I know about preparing to move to a new class/year group.	
				L2. I know how people and other living things have different needs; about the responsibilities of caring for them.	

Concepts	Health and Wellbeing Relationships Living in the Wider World	Health and Wellbeing Relationships Living in the Wider World	Living in the Wider World	Health and Wellbeing	Health and Wellbeing Relationships	Health and Wellbeing Living in the Wider World
Resources						

Year 3 Big Question	Autumn 1 Belonging	Autumn 2 Respecting ourselves and others	Spring 1 Money and Work	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Changing and Growing
Key Knowledge	How does my behaviour affect others in my school community ?	What is the impact of bullying?	Why are careers important?	What can help people make healthy choices?	What are healthy friendships ?	What makes me unique?
Health and Wellbeing	L1. I know how to recognise reasons for rules and laws; consequences of not adhering to rules and laws.	R19. I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.	L25. I know how to recognise positive things about themselves and their achievement s; set goals to help achieve personal outcomes.	H1. I know how to make informed decisions about health.	R1. I know how to recognise that there are different types of relationships (e.g. friendships, family relationships , romantic relationships , online relationships).	R25. I know how to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
Relationships	L2. I know how to recognise there are human rights, that are there to protect everyone.	R20. I know some strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.	L26. I know 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.	H2. I know about the elements of a balanced, healthy lifestyle.	R10. I know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.	R26. I know about seeking and giving permission (consent) in different situations.
Living in the Wider World	L3. I know about the relationship between rights and responsibilities.	R30. I know that personal	L27. I know about stereotypes in the workplace and that a person's career aspirations should not	H3. I know about choices that support a healthy lifestyle, and recognise what might influence these.	H4. I know how to recognise that habits can have both positive and negative effects on a healthy lifestyle.	R27. I know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed

		<p>behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>R31. I know how to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships .</p>	<p>be limited by them.</p> <p>L30. I know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p>	<p>to recognise early signs of physical illness.</p> <p>H6. I know 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>H7. I know 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. I know about how sleep contributes to a healthy lifestyle; routines that support</p>	<p>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>R12. I know how 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. I know the importance of seeking support if feeling lonely or excluded.</p> <p>R14. I know that healthy friendships make people feel included; recognise when others</p>	<p>to, and when it is right to break a confidence or share a secret.</p> <p>L9. I know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p>
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				<p>good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p>	<p>may feel lonely or excluded; strategies for how to include them.</p> <p>R15. I know some 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. I know how friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>R17. I know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p>	
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Concepts	Living in the Wider World	Relationships	Living in the Wider World	Health and Wellbeing	Relationships	Relationships Living in the Wider World
Resources						

Year 4 Big Question	Autumn 1 Belonging Why is democracy best?	Autumn 2 Respecting ourselves and others How does prejudice affect our actions?	Spring 1 Money and Work Why do we need to be responsible with money?	Spring 2 Health and Wellbeing How can I keep safe?	Summer 1 Relationships What does it mean to experience loss?	Summer 2 Changing and Growing What is the same and different about us?
Key Knowledge Health and Wellbeing Relationships Living in the Wider World	L4. I know 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. L5. I know 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; food choices). L6. I know about the	L10. I know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. R19. I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R20. I know some strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling,	L17. I know the different ways to pay for things and the choices people have about this. L19. I know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). L20. I know how to recognise that people make spending decisions based on priorities, needs and wants. L21. I know different ways to keep track of money.	H9. I know 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. H10. I know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. H12. I know about the benefits of sun exposure and risks of	H23. I know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. H24. I know some problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. H29. I know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.	H19. I know a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. H20. I know some strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. H21. I know how to recognise warning signs about mental health and wellbeing and how to seek support

	<p>different groups that make up my community; what living in a community means.</p> <p>L7. I know how to value the different contributions that people and groups make to the Community.</p>	<p>bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p>		<p>overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <p>H13. I know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p>H37. I know some of the 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. I know how to predict, assess and</p>		<p>for myself and others.</p> <p>H27. I know how to recognise my individuality and personal qualities.</p> <p>H30. I know 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. I know about the physical and emotional changes that happen when approaching and during puberty.</p> <p>NOT MENSTRUATION/EREC TIONS/WET DREAMS ETC.</p> <p>H32. I know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain</p>
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				<p>manage risk in different situations.</p> <p>H39. I know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.</p> <p>H40. I know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>H41. I know some 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>R28. I know how to recognise pressure from others to do something unsafe or that makes</p>		personal hygiene.
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				<p>me feel uncomfortable and strategies for managing this.</p> <p>R29. I know where to get advice and report concerns if worried about my own or someone else's personal safety (including online).</p>		
Concepts	Living in the Wider World	Relationships Living in the Wider World	Living in the Wider World	Health and Wellbeing Relationships	Health and Wellbeing	Health and Wellbeing
Resources						

Year 5 Big Question	Autumn 1 Belonging How do my rights and responsibilities compare with others?	Autumn 2 Respecting ourselves and others What is discrimination?	Spring 1 Money and Work Why is career choice important?	Spring 2 Health and Wellbeing How can I respect and value my body?	Summer 1 Relationships How can we stay safe and happy online?	Summer 2 Growing and Changing How will we grow and change?
Key Knowledge	R31. I know how to recognise the importance of self-respect and how this can affect my thoughts and feelings about myself; that everyone, including me, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships . R32. I know about respecting the differences	H25. I know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). R19. I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R20. I know some strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing,	H28. I know how to identify personal strengths, skills, achievement s and interests and how these contribute to a sense of self-worth. L27. I know about stereotypes in the workplace and that a person's career aspirations should not be limited by them. L28. I know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections	H11. I know 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). H14. I know how and when to seek support, including which adults to speak to in and outside school, if I am worried	H42. I know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of myself and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. R12. I know what it means to 'know someone online' and how this differs	H31. I know about the physical and emotional changes that happen when approaching and during puberty (including menstruation , key facts about the menstrual cycle and menstrual wellbeing, NOT erections and wet dreams). H32. I know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. H34. I know about where

	<p>and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>R33. I know how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to my own.</p> <p>R34. I know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those I disagree with.</p>	<p>name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>R21. I know about discrimination: what it means and how to challenge it.</p> <p>R31. I know how to recognise the importance of self-respect and how this can affect my thoughts and feelings about myself; that everyone, including me, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships .</p>	<p>to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p> <p>L29. I know 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>L31. I know how to identify the kind of job that they might like to do when they are older.</p> <p>L32. I know how to recognise a variety of routes into careers (e.g. college, apprenticeship, university).</p>	<p>about my health.</p> <p>H46. I know 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. I know 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>H48. I know about why people choose to use or not use drugs (including nicotine, alcohol and medicines).</p> <p>H49. I know about the mixed messages in the media about drugs, including</p>	<p>from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</p> <p>R23. I know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>R24. I know how to respond safely and appropriately to adults I may encounter (in all contexts including online) whom I do not know.</p> <p>R30. I know that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p>	<p>to get more information, help and advice about growing and changing, especially about puberty.</p> <p>H35. I know about the new opportunities and responsibilities that increasing independence may bring.</p> <p>H36. I know some strategies to manage transitions between classes and key stages.</p>
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		<p>R32. I know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>R33. I know how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to my own.</p>		<p>alcohol and smoking/vaping.</p> <p>H50. I know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p> <p>R12. I know 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>R28. I know how to recognise pressure from others to do something unsafe or that makes me feel uncomfortable and strategies for managing this.</p>	<p>L11. I know some ways in which the internet and social media can be used both positively and negatively.</p> <p>L12. I know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p> <p>L13. I know about some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>L14. I know 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. I know how to recognise things appropriate</p>	
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					<p>to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>L16. I know 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>	
Concepts	Relationships	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
Resources	https://www.cypcs.org.uk/rights/uncrc/articles/article-29/#:~:text=Article%209%20of%20the%20UNCRC%20says%20children%20and%20young%20people,are%20provided%20by%20the%20State.	https://www.tes.com/teaching-resource/prejudice-and-discrimination-12492091	https://www.bbc.co.uk/teach/teach-careers-collection/zbrt39 https://www.myworldofwork.co.uk/teaching-resources/priary-how-to	https://www.tes.com/teaching-resource/psh-e-drug-and-alcohol-awareness-11080341	https://www.thinkuknow.co.uk/8_10/ https://www.thinkuknow.co.uk/8_10/ https://www.un.org/en/about-us/universal-declaration-of-human-rights	https://rshp.scot https://www.pinterest.com/pin/puberty-boys-vs-girls-animated-skit-youtube-685039793301825184/ www.nhs.uk/Livewell/publicity/Pages/Publicityinfofor

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Year 6 Big Question	Autumn 1 Belonging	Autumn 2 Respecting ourselves and others	Spring 1 Work and Money	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Changing and Growing
Key knowledge	<p>How can my personal choices impact the local community and the wider world?</p> <p>L4. I know 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. I know some of the ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g.</p>	<p>Is it socially acceptable to be different?</p> <p>R32. I know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>R33. I know how to listen and respond</p>	<p>How do we manage money?</p> <p>R22. I know the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p> <p>R23. I know the risks involved in gambling; different ways money can be won or lost through gambling-</p>	<p>How can I keep myself mentally and emotionally well?</p> <p>L18. I know that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</p> <p>L22. I know the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p> <p>L23. I know the risks involved in gambling; different ways money can be won or lost through gambling-</p>	<p>How do I manage loss or change?</p> <p>H16. I know about some 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</p>	<p>What are the qualities of a positive relationship ?</p> <p>H22. I know 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. I know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>H24. I know some problem-</p> <p>H33. I know 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 for.</p> <p>H34. I know about where to get more information, help and advice about growing and changing, especially about puberty.</p> <p>H35. I know about the new opportunities and responsibilities</p>

	<p>reducing, reusing, recycling; food choices).</p> <p>L6. I know about the different groups that make up my community; what living in a community means.</p> <p>L7. I know how to value the different contributions that people and groups make to the community.</p> <p>L19. I know 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>respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to my own.</p>	<p>related activities and their impact on health, wellbeing and future aspirations.</p> <p>L24. I know the ways that money can impact on people's feelings and emotions.</p>	<p>with family and friends can support mental health and wellbeing.</p> <p>H17. I know that feelings can change over time and range in intensity.</p> <p>H18. I know about everyday things that affect feelings and the importance of expressing feelings.</p>	<p>solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p>H29. I know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p>	<p>es that increasing independence may bring.</p> <p>H36. I know some strategies to manage transitions between classes and key stages.</p> <p>R2. I know 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>R3. I know 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>R4. I know that forcing anyone to</p>
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marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.

R5. I know 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.

R6. I know that a feature of positive family life is caring relationships ; about the different ways in which people care for one another.

R7. I know how 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(Subtly done with photos, not explicitly taught).
							R8. I know other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.
							R9. I know when to recognise that family relationships are making me feel unhappy or unsafe, and how to seek help or advice.
							R22. I know about privacy and personal boundaries; what is appropriate in friendships

						and wider relationships (including online).
Concepts	Living in the Wider World	Relationships Living in the Wider World	Living in the Wider World	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing Relationships
Resources						