



# Relationships, Sex and Health Education (RSHE) Policy

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## 1. Overview

Our vision at Newborough Church of England (VC) Primary School (the School) is:

***John 10:10, 'living life in all its fullness,' learning, living and loving together. To enable each child to reach their full potential, both spiritually and intellectually, within a loving, safe and nurturing environment where they are central to all we do.***

Part of fulfilling this vision, is helping our pupils embrace the challenges of creating happy and successful lives. In order to do this, they 'need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy'<sup>1</sup>. Our intention is that our pupils will be able to put this knowledge into practice 'as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts' and that that the subjects, as outlined in this policy, will 'support them to develop resilience, to know how and when to ask for help, and to know where to access support'.

The Church of England has a charter for '*Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education and Health Education.*' We believe the Charter embraces the ethos of our school. A copy of the Charter is attached to this policy ([Appendix 5](#)) and we will be guided by the principles within it.

This policy is underpinned by the school's commitment to inclusiveness and eliminating discrimination in accordance with the Equality Act 2010; advancing equality of opportunity between people who share a protected characteristic and people who do not share it, and to foster good relations across all characteristics.

## 2. Context and Guiding Principles

All of Relationships, Sex and Health Education is set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. It is complemented, and supported by, the school's wider policies on behaviour, SEND, respect for equality and diversity, bullying and safeguarding. It sits within the context of a school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

Relationships and Health Education is compulsory in all primary schools since September 2020. We choose to teach the compulsory content of Relationships and Health Education within a wider programme of Personal, Social, Health Education, integrated within a broad and balanced curriculum. This compulsory content is age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents / carers. The curriculum on Health Education complements, and is supported by, the school's wider education on healthy lifestyles through physical education, food technology, science, sport and extra-curricular activity.

Relationships and Health Education supports the wider work of the school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. It complements the development of virtues such as kindness, integrity, generosity and honesty.

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<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE, 2019)

We are clear that parents and carers are the prime educators for pupils in relation to the above. We recognise that our school complements and reinforces this role.

### 3. Aim

The overriding aim of Relationships, Sex and Health Education, outlined in this policy, is to put in place the key building blocks for healthy, respectful relationships (focusing on family and friendships, in all contexts, including online) alongside an essential understanding of how to be healthy. Teaching about mental wellbeing is central to this. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. Teaching about mental wellbeing will give them the knowledge and capability to take care of themselves and know how to receive support if problems arise.

### 4. 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 all pupils in primary schools.

This policy is based on the guidance *'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers'* which contains information on what schools **should** do and sets out the legal duties with which schools **must** comply when teaching Relationships Education and Health Education.

This policy should be read in conjunction with the following policies and guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- Safeguarding / Child Protection Policy
- Equality Information and Objectives Statement
- SEND Policy
- Behaviour Policy; and
- Prevention of Radicalisation and Extremism Policy.

Additional guidance can be found in the following documents:

- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts); and
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) development).

## 5. Policy Development

The school's original RSHE policy was developed in consultation with staff, parents / carers and governors and this updated policy is based on that. The original policy development involved the following steps:

1. An initial draft policy was prepared by Mrs A Moat (RSHE Lead) with reference to all relevant information including relevant national and local guidance
2. The initial draft policy was submitted to the Senior Leadership Team for input and consultative purposes
3. The revised draft policy was submitted to parents with an accompanying letter. All parents were invited to take part
4. The revised draft policy was submitted to Board and the final policy ratified by the Board.

## 6. Relationships Education

### What is Relationships Education?

The focus in primary school is teaching the fundamental building blocks and characteristics of positive relationships (which involves helping children understand relationships and behaviours that are not positive), with particular reference to friendships, family relationships and relationships with other children and with adults.

### The Subject Content

Relationships Education starts with pupils being taught about:

- What a relationship is
- What friendship is
- What family means; and
- Who the people are who can support them.

From the beginning of primary school, building on early education, pupils should be taught:

- How to take turns
- How to treat each other with kindness, consideration and respect
- The importance of honesty and truthfulness
- Permission seeking and giving; and
- The concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate / unsafe physical and other contact are the forerunners of teaching about consent, which takes place at secondary school.

Respect for others is taught in an age-appropriate way, for example, in terms of understanding one's own and others' boundaries in play and in negotiations about space and possessions.

### Healthy friendships and relationships:

From the start of primary school, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. This enables pupils to form a strong, early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

**Relationships – online:**

The principles of positive relationships also apply online especially as many children in primary school will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used, for example, sharing pictures; understanding that many websites are businesses and hence, may use information provided by users in ways they might not expect.

**Families:**

Teaching about families requires sensitive and well-judged teaching. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents / carers amongst other structures.) Care is taken to ensure that there is no stigmatisation of children based on their home circumstances.

**Development of personal virtues:**

A growing ability to form strong and positive relationships with others depends on the deliberate development of positive personal virtues. Encouraging the development and practice of resilience, for example, helps pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal virtues including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

**Positive mental and emotional wellbeing:**

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

**Recognising abuse and boundaries:**

Through Relationships Education, we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. Pupils are taught to know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, teaching pupils about making sensible decisions to stay safe (including online) is balanced with the fact that it is never the fault of a child who is abused and why victim blaming is always wrong.

See [Appendix 2](#) for the statutory End of Primary School Expectations and [Appendix 3](#) for the School's Expectations regarding sensitive aspects.

**How Relationships Education is taught and who is responsible for teaching it**

Effective teaching ensures that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching includes sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Details of how the school teaches Relationships Education, and those responsible for the teaching, are set out in [Appendix 1](#).

## 7. Health Education (Physical Health and Mental Well-being)

In addition to the content above, we also teach Health Education, both physical health (including puberty) and mental well-being. The national curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

### What is Health Education?

The aim of teaching pupils about physical health and mental wellbeing is:

- To give them the information that they need to make good decisions about their own health and wellbeing
- To enable them to recognise what is normal and what is an issue in themselves and others; and
- When issues arise, to know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that our pupils understand that good physical health contributes to good mental wellbeing, and vice versa. It is important for the school to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere, even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole school approach to the teaching and promotion of health and wellbeing should have a positive impact on behaviour and attainment.

Our effective, quality teaching aims to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We engender an atmosphere that encourages openness. This means that our pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

We focus on teaching the characteristics of good physical health and mental wellbeing. Teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

### The Subject Content

Health Education starts with pupils being taught about the benefits and importance of:

- Daily exercise
- Good nutrition; and
- Sufficient sleep.

It gives pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This enables pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including:

- Simple self-care techniques
- Personal hygiene
- Prevention of health and wellbeing problems; and
- Basic first aid.

Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils are also taught the benefits of hobbies, interests and participation in their own communities. This teaching makes clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils are taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In Key Stage 2, pupils are taught why social media, computer games and online gaming have age restrictions and our aim is that they should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Puberty is covered in Health Education for Years 5 and 6. This ensures male and female pupils are prepared for changes they and their peers will experience. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Hence, pupils are taught key facts about the menstrual cycle. (Adequate and sensitive arrangements are also put in place to help girls prepare for, and manage, menstruation including requests for menstrual products).

See [Appendix 2](#) for the statutory End of Primary School Expectations and [Appendix 3](#) for the School's Expectations regarding sensitive aspects.

### **How Health Education is taught and who is responsible for teaching it**

Details of how the school will teach Health Education, and those responsible for the teaching, are set out in [Appendix 1](#).

## **8. Sex Education in Years 5 and 6**

Whilst Relationships and Health Education are compulsory in all primary schools, Sex Education is not. However, it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. In line with DfE recommendations, therefore, our school incorporates a sex education programme to meet the needs of our pupils, tailored to the age and the physical and emotional maturity of their pupils and that has regard to their religious background. This ensures that both boys and girls are prepared for the changes that adolescence brings. Building on the knowledge of the human life cycle set out in the national curriculum for Science, pupils are taught how a baby is conceived and born.

The school ensures that its teaching and materials are appropriate, having regard to the age and religious backgrounds of its pupils. The school also takes into account the significance of other factors, such as any special educational needs or disabilities of its pupils.

Details of the school's requirements for Sex Education are set out in [Appendix 3](#).

As well as consulting parents / carers more generally about the school's overall policy, we consult parents / carers prior to the teaching of Sex Education about the detailed content of what is to be



taught. This process will include offering parents an opportunity to digest the materials / resources that will be used when teaching Sex Education. It should also include signposting further resources to support them in talking to their children about Sex Education and how to link this with what is being taught in school.

### **Right to be Excused from Sex Education (Right to Withdraw)**

Primary schools that choose to teach Sex Education must allow parents / carers a right to request that their child is withdrawn from this teaching. Before granting any such request the headteacher will discuss the request with parents / carers and clarify the nature and purpose of the curriculum. The headteacher will also discuss with parents / carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

The school will also take into account the significance of other factors, such as any special educational needs or disabilities of its pupils and will discuss these factors with the parents / carers.

Once the above discussions have taken place the school should respect the parents' / carers' request to withdraw the child. Requests for withdrawal should be put in writing using the form found in [Appendix 4](#) of this policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from Sex Education.

### **Working with External Agencies**

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. As with any visitor, the school is responsible for ensuring that it checks the visitor or visiting organisation's credentials. The school should also ensure that the teaching delivered by the visitor fits with its planned programme and published policy. It is important that the school discusses the detail of how the visitor will deliver their sessions and ensures that the content is age-appropriate and accessible for the pupils. The school should ask to see the materials visitors will use as well as a lesson plan in advance, so that it can ensure it meets the full range of pupils' needs (e.g. special educational needs).

It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding concerns should be dealt with in line with school policy (see Safeguarding section below.)

Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

### **Managing Difficult Questions**

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships and Health Education and / or Sex Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Teachers should use a variety of strategies to provide opportunities for children to ask questions e.g. the use of a question box. However, questions should not be posed anonymously so that any safeguarding issues that arise can be dealt with effectively, in liaison with the DSL.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including specific special educational needs or disabilities) and consider the potential for discussion on an

individual basis (with two adults present) or in small groups. The school will consider what is appropriate and inappropriate in a whole-class setting; it may be that some questions are better not dealt with in front of a whole class. Teachers should only answer questions that are within the year group's Sex Education curriculum. Children should be told to ask their parents if questions go beyond the Sex Education curriculum offered at the school appropriate to their year group.

Details of how the school handles such questions are set out in [Appendix 1](#).

### **How delivery of the content of RSHE is made accessible to all pupils, including those with SEND**

We recognise the significance of other factors, such as any special educational needs or disabilities of our pupils when teaching these subjects and our teaching methods take account of these differences. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

## **9. Links with the National Curriculum**

Our school works hard to ensure that the RSHE programme of study complements, and does not duplicate, content covered in the national curriculum subjects of Science, Computing and PE.

At Key Stages 1 and 2, the national curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The national curriculum for Computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

## **10. Safeguarding**

At the heart of Relationships, Sex and Health Education is a focus on keeping children safe and we recognise, as a school, our important role in preventative education. In line with Keeping Children Safe in Education (KCSIE) and our Safeguarding / Child Protection Policy, we teach our pupils about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

We also recognise that good practice allows pupils an open forum to discuss potentially sensitive issues. Such discussions can lead to increased reporting of safeguarding concerns and, therefore, we make our pupils aware of how to raise their concerns and how these will be handled. This includes processes for when they have a concern about a friend or peer.

All staff know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse, and how to manage the requirement to maintain an appropriate level of confidentiality. The school will ensure that pupils understand how confidentiality will be handled in a lesson and what might happen if they choose to raise a concern.

If the school invites external agencies in to support delivery of Relationships, Sex and Health Education, it must agree in advance of the session how a safeguarding concern should be dealt with by the external visitor – *see above*.

### **11. Monitoring and Evaluation**

The delivery of Relationships, Sex and Health Education is monitored by the Headteacher. The Headteacher is responsible for ensuring that it is taught consistently across the school in line with this policy, and for managing requests to withdraw pupils from Sex Education.

Monitoring and evaluation of the implementation of this policy is the responsibility of the Board.

### **12. Approval and Review**

The full policy is approved by the Board and reviewed every three years.

## Appendix 1 - School Specific Information

**Vision:** *John 10:10, 'living life in all its fullness,' learning, living and loving together. To enable each child to reach their full potential, both spiritually and intellectually, within a loving, safe and nurturing environment where they are central to all we do.*

### Policy Development

Letter sent to parents March 2024, inviting them in if they wished to discuss content of SRE lessons. This is done each year and parents can speak with class teacher, PSHE Lead or Senior Leaders.

### Relationships Education

#### Subject content

In addition to what is set out in the policy and appendices, our Relationships Education includes the following:

Our Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Family
- Friendships
- Respectful Relationships
- Change and loss
- Respecting self and others

For our Relationships Education we follow the relevant programme of study outlined in our RSHE policy. A copy of the content taught is available in appendix 6 of this policy.

#### How we teach Relationships Education in our School and who is responsible for teaching it

*Class teachers are responsible for teaching relationship education. This is taught in the autumn term and this is fully integrated into our PSHE scheme Kapow.*

### Health Education

#### Subject content

In addition to what is set out in the policy and appendices, our Health Education is organised in the following themes:

- Physical Health and Wellbeing
- Health Prevention
- Mental Wellbeing
- Keeping safe including online
- Drugs, alcohol and tobacco
- Basic First Aid.

For our Health Education we follow the relevant programme of study outlined in our RSHE policy.

### **How we teach Health Education in our School and who is responsible for teaching it**

Class teachers are responsible for teaching this subject. To view content taught please refer to appendix 6 of this document. Children are taught in mixed genders but might also be split to deal with sensitive issues. All genders receive the same information regardless of their gender. This is to ensure consistency of messages and that all children are given the same information.

## **Sex Education**

### **Subject content**

- Changing adolescent body including puberty, menstruation, naming sexual organs including internal reproductive organs
- Understand how a baby is conceived and develops.

### **How we teach Sex Education in our School and who is responsible for teaching it**

Class teachers are responsible for teaching this subject. To view content taught please refer to appendix 6 of this document. Children are taught in mixed genders but might also be split to deal with sensitive issues. All genders receive the same information regardless of their gender. This is to ensure consistency of messages and that all children are given the same information.

### **Managing difficult questions**

If a pupil asks a question outside the scope of this policy, teachers will respond in an appropriate manner, using their professional judgement, so pupils are fully informed. If a question is deemed inappropriate for the age of the pupil, they will explain that their question will be answered by a responsible adult when they are older or they will be advised to ask a responsible adult at home. We consider which questions are appropriate and inappropriate to answer in a whole-class setting. If we consider a question needs to be answered solely for the child that has asked this, we ensure two adults are involved in the explanation.

## Appendix 2 - Statutory Requirements for Relationships Education and Health Education

### Relationships Education

#### By the end of Year 6:

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• The characteristics of healthy family life, commitment to each other, including 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• That marriage<sup>2</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> </ul>

<sup>2</sup> Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

	<ul style="list-style-type: none"> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and / or other sources.</li> </ul>

## Health Education (Physical Health and Mental Well-being)

### By the end of Year 6:

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li><li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li><li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• That for most people the internet is an integral part of life and has many benefits.</li><li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li><li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li><li>• Why social media, some computer games and online gaming, for example, are age restricted.</li><li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li><li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li><li>• Where and how to report concerns and get support with issues online.</li></ul>



<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Appendix 3 - School Requirements for Specific Elements of RSHE

The following outlines the school's requirements for elements of Relationships, Sex and Health Education that may be particularly sensitive. These include the areas of:

- Families and Close Positive Relationships
- Growing and Changing; and
- Sex Education.

The requirements below are based on the PSHE Association Programme of Study, 2020.

### Families and Close Positive Relationships

#### By the end of Year 2:

<b>Families and Close Positive Relationships</b>	<p>Pupils will know:</p> <ul style="list-style-type: none"><li>• About the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</li><li>• How to identify the people who love and care for them and what they do to help them feel cared for.</li><li>• About different types of families including those that may be different to their own.</li><li>• How to identify common features of family life.</li><li>• That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</li></ul>
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#### By the end of Year 6:

<b>Families and Close Positive Relationships</b>	<p>Pupils will know:</p> <ul style="list-style-type: none"><li>• To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</li><li>• 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.</li></ul>
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	<ul style="list-style-type: none"> <li>• To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</li> </ul>
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## Growing and Changing

### By the end of Year 2:

<b>Growing and Changing</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• What makes them special.</li> <li>• The ways in which they are all unique.</li> <li>• How to identify what they are good at, what they like and dislike.</li> <li>• How to manage when finding things difficult.</li> <li>• The names of the main parts of the body including external genitalia (e.g. vulva, breasts, penis, testicles).</li> <li>• About growing and changing from young to old and how people's needs change.</li> <li>• About preparing to move to a new class / year group.</li> </ul>
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### By the end of Year 6:

<b>Growing and Changing 1</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes / dislikes).</li> <li>• How to recognise their individuality and personal qualities.</li> <li>• How to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</li> <li>• How to manage setbacks / perceived failures, including how to re-frame unhelpful thinking.</li> </ul>
<b>Growing and Changing 2</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That for some people gender identity does not correspond with their biological sex.</li> <li>• The external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</li> <li>• 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).</li> <li>• The following terminology related to the above: vulva, cervix, ovaries, uterus (womb), vagina, fallopian tubes, ovum, breasts, pubic hair, penis, testicles, sperm, semen, sperm duct, urethra.</li> <li>• About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</li> <li>• About where to get more information, help and advice about growing and changing, especially about puberty.</li> </ul>

	<ul style="list-style-type: none"><li>• About the new opportunities and responsibilities that increasing independence may bring.</li><li>• Strategies to manage transitions between classes and key stages.</li></ul>
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## Sex Education

### By the end of Year 6:

Sex Education (Years 5 and 6)	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• About the processes of reproduction and birth as part of the human life cycle.</li><li>• How babies are conceived and born.</li><li>• How babies need to be cared for.</li></ul>
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## Appendix 4 - Parent / Carer Form: Request to be Excused from Sex Education (Right to Withdraw)

TO BE COMPLETED BY PARENTS / CARERS			
Name of child		Class	
Name of parent / carer		Date	
Reason for withdrawing from Sex Education within the Relationships, Sex and Health Education provision			
Parent / carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents / carers	<i>Include notes from discussions with parents / carers and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons, including those covering the physical changes that take place in puberty. During the sex education lessons, he will be working independently on a project in the Year 5 classroom</i>
Headteacher signature	

## Appendix 5 - A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)

We seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

### We commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act<sup>2</sup> and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

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<sup>1</sup> RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

<sup>2</sup> The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

**5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

**6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

**7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.

**8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

## Appendix 6 – KAPOW Progression of Skills and Knowledge

*Progression of skills and knowledge*

**Families and relationships**

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Family</b>	<p>Learning how to talk about our families and discussing why we love them.</p> <p>Talking about people that hold a special place in my life.</p>	<p>To name and describe the different members of our families.</p> <p>To understand that all families are valuable and special.</p>	<p>Exploring how families are different to each other.</p>	<p>To understand that families look after us.</p> <p>To know some words to describe how people are related (eg. aunty, cousin).</p> <p>To know that some information about me and my family is personal.</p>	<p>Understanding ways to show respect for different families.</p> <p>Understanding that families offer love, care and support.</p>	<p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p>
<b>Friendships</b>	<p>Developing strategies to help when sharing with others.</p> <p>Exploring what makes a good friend.</p>	<p>To know that we share toys so that everyone feels involved and no one feels left out or upset.</p>	<p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p>	<p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p>	<p>Understanding difficulties in friendships and discussing action that can be taken.</p>	<p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p>
<b>Respectful relationships</b>	<p>Thinking about what it means to be a valued person.</p> <p>Exploring the differences between us that make each person unique.</p> <p>Considering the perspectives and feelings of others.</p> <p>Learning to work as a member of a team.</p> <p>Developing listening skills.</p>	<p>To understand that different people like different things.</p> <p>To understand that all people are valuable.</p> <p>To know that it is important to help, listen and support others when working as a team.</p> <p>To know that it is important to tell the truth.</p>	<p>Recognising how other people show their feelings.</p> <p>Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p>	<p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p>	<p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p>	<p>To understand some ways people show their feelings.</p> <p>To understand what good manners are.</p> <p>To understand some stereotypes related to jobs.</p>
<b>Change and loss</b>	N/A	N/A	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.



Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
<b>Family</b>	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.
<b>Friendships</b>	Exploring ways to resolve friendship problems.  Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal.  To know that bullying is repeated, not a one off event.  To know that violence is never the right way to solve a friendship problem	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander.  To understand that everyone has the right to decide what happens to their body.
<b>Respectful relationships</b>	Identifying who I can trust.  Learning about the effects of non verbal communication.  Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships.  To know the signs of a good listener.  To understand how to listen carefully and why listening is important.  To understand that there are similarities and differences between people.  To understand some stereotypes related to age.	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios.  To understand some stereotypes related to disability.
<b>Change and loss</b>	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
<b>Family</b>	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make.  To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
<b>Friendships</b>	Exploring the impact that bullying might have.  Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend.  To understand what might lead to someone bullying others.  To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships.  To understand the concepts of negotiation and compromise.
<b>Respectful relationships</b>	Exploring and questioning the assumptions we make about people based on how they look.  Exploring our positive attributes and being proud of these (self-respect).	To understand that positive attributes are the good qualities that someone has.  To know that stereotypes can be unfair, negative and destructive.  To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships.  Identifying ways to challenge stereotypes.	To understand what respect is.  To understand that everyone deserves respect but respect can be lost.  To understand that stereotypes can lead to bullying and discrimination.
<b>Change and loss</b>	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions.  To know that grief is the process people go through when someone close to them dies.

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily,	Learning how to wash my hands properly.  Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene.  To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.  To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for our teeth.
<b>Physical health and wellbeing</b>	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important.  To know that yoga can help our bodies and minds relax,	Exploring positive sleep habits.  Exploring two different methods of relaxation: progressive muscle relaxation and laughter.  Exploring health-related jobs and people who help look after our health.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of exercise on body and mind.  Exploring some of the benefits of a healthy balanced diet.  Suggesting how to improve an unbalanced meal.  Learning breathing exercises to aid relaxation.	To explain the importance of exercise to stay healthy.  To understand the balance of foods we need to keep healthy.  To know that breathing techniques can be a useful strategy to relax.
<b>Mental wellbeing</b>	Identifying how characters within a story may be feeling.  Identifying and expressing my own feelings.  Exploring coping strategies to help regulate emotions.  Exploring different facial expressions and identifying the different feelings they can represent.  Exploring ways to moderate behaviour, socially and emotionally.  Coping with challenge when problem solving.	To name some different feelings and emotions.  To know that I am a valuable individual.  To know that facial expressions can give us clues as to how a person is feeling.  To know that I can learn from my mistakes.  To know some strategies to calm down.	Identifying personal strengths and qualities.  Identifying different ways to manage feelings.	To know that strengths are things we are good at.  To know that qualities describe what we are like.  To know the words to describe some positive and negative emotions.	Exploring strategies to manage different emotions.  Developing empathy.  Identifying personal goals and how to work towards them.  Exploring the need for perseverance and developing a growth mindset.  Developing an understanding of self respect.	To know that we can feel more than one emotion at a time.  To know that a growth mindset means being positive about challenges and finding ways to overcome them.

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	Discussing why it is important to look after my teeth.	To understand ways to prevent tooth decay.	Developing independence in looking after my teeth.	To know key facts about dental health.
<b>Physical health and wellbeing</b>	<p>Learning stretches which can be used for relaxation.</p> <p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p>	<p>To understand the positive impact relaxation can have on the body.</p> <p>To know the different food groups and how much of each of them we should have to have a balanced diet.</p>	<p>Identifying what makes me feel calm and relaxed.</p> <p>Learning visualisation as a tool to aid relaxation.</p>	To know that visualisation means creating an image in our heads.
<b>Mental wellbeing</b>	<p>Exploring my own identity through the groups I belong to.</p> <p>Identifying my strengths and exploring how I use them to help others.</p> <p>Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>To understand the importance of belonging.</p> <p>To understand what being lonely means and that it is not the same as being alone.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p>	<p>Exploring how my skills can be used to undertake certain jobs.</p> <p>Explore ways we can make ourselves feel happy or happier.</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Developing a growth mindset.</p>	<p>To know that different job roles need different skills and so some roles may suit me more than others.</p> <p>To know that it is normal to experience a range of emotions.</p> <p>To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>To understand that mistakes can help us to learn.</p> <p>To know who can help if we are worried about our own or other people's mental health.</p>

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Considering ways to prevent illness.  Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease.  To know that changes in the body could be possible signs of illness.
<b>Physical health and wellbeing</b>	Understanding the relationship between stress and relaxation.  Considering calories and food groups to plan healthy meals.  Developing greater responsibility for ensuring good quality sleep.	To know that relaxation stretches can help us to relax and de-stress.  To know that calories are the unit that we use to measure the amount of energy certain foods give us.  To know that what we do before bed can affect our sleep quality.	Identifying a range of relaxation strategies and situations in which they would be useful.  Exploring ways to maintain good habits.  Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).  To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
<b>Mental wellbeing</b>	Taking responsibility for my own feelings.	To understand what can cause stress.  To understand that failure is an important part of success.	Exploring my personal qualities and how to build on them.  Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).  To know the effects technology can have on mental health.

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p>	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p>	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p>	<p>To know that some types of physical contact are never appropriate.</p> <p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p>
<b>Drugs, alcohol and tobacco</b>	N/A	N/A	<p>Learning what is and is not safe to put in or on our bodies.</p>	<p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p>	<p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p>
<b>The changing adolescent body</b>	N/A	N/A	N/A	N/A	N/A	<p>To know the names of parts of my body including private parts.</p>
<b>Basic first aid</b>	N/A	N/A	<p>Practising making an emergency phone call.</p>	<p>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>To know that the emergency services are the police, fire service and the ambulance service.</p>	N/A	N/A

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Beginning to recognise unsafe digital content.</p>	<p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the signs that an email might be fake.</p> <p>To know the rules for being safe near roads.</p>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p>
<b>Drugs, alcohol and tobacco</b>	<p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p>	<p>To understand that other people can influence our choices.</p>	<p>Discussing the benefits of being a non-smoker.</p>	<p>To understand the risks associated with smoking tobacco.</p>
<b>The changing adolescent body</b>	N/A	N/A	<p>Discussing some physical and emotional changes during puberty.</p>	<p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p>
<b>Basic first aid</b>	<p>Learning what to do in a medical emergency, including calling the emergency services.</p>	<p>To know that bites or stings can sometimes cause an allergic reaction.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>	<p>Learning how to help someone who is having an asthma attack.</p>	<p>To know that asthma is a condition which causes the airways to narrow.</p>

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic).  To know some of the possible risks online.	Developing an understanding about the reliability of online information.  Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships.  To know where to get help with online problems.
<b>Drugs, alcohol and tobacco</b>	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
<b>The changing adolescent body</b>	Learning about the emotional changes during puberty.  Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle.  To know the names of the external sexual parts of the body and the internal reproductive organs.  To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
<b>Basic first aid</b>	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Learning how to help someone who is choking.  Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRSABC).



EYFS (Reception)		Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	<p>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>To understand that we all have similarities and differences and that make us special.</p> <p>To know that we all have different beliefs and celebrate special times in different ways.</p>	<p>Recognising why rules are necessary and the consequences of not following rules.</p> <p>Discussing how to meet the needs of different pets.</p> <p>Exploring the differences between people.</p> <p>Recognising the groups that we belong to.</p>	<p>To know the rules in school.</p> <p>To know that different pets have different needs.</p> <p>To understand the needs of younger children and that these change over time.</p> <p>To know that voting is a fair way to make a decision.</p> <p>To understand that people are all different and that this is a good thing.</p>	<p>Explaining why rules are in place in different settings.</p> <p>Identifying positives and negatives about the school environment.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that different groups of people make different contributions to the community.</p>

Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Identifying local community groups and discussing how these support the community.</p>	<p>To understand the UN Convention on the Rights of the Child.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand some of the consequences of breaking rules.</p> <p>To understand the role of charities in the community.</p>	<p>Discussing how we can help to protect human rights.</p> <p>Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p> <p>To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>To know that there are a number of groups which make up the local community.</p>
Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge
<p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Identifying ways people can bring about change in society.</p>	<p>To know what happens when someone breaks the law.</p> <p>To understand the waste hierarchy.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p>	<p>Learning about environmental issues relating to food.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p>To know that education is an important human right.</p> <p>To know that our food choices can affect the environment.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p>

## Progression of skills and knowledge

## Economic wellbeing

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Exploring how money is used by people.</p> <p>Discussing how to keep money safe.</p> <p>Discussing what to do if we find money.</p> <p>Exploring choices people make about money.</p> <p>Developing an understanding of how banks work.</p> <p>Listening to descriptions of professions.</p> <p>Thinking about questions they would like to ask others about their job.</p> <p>Describing what different people do in their jobs.</p>	<p>To know that people use money to buy things, including things they need and things they want.</p> <p>To know that coins and notes are types of money and have different values.</p> <p>To know that notes are higher in value than coins.</p> <p>To know that it is wrong to steal money.</p> <p>To know that money is valuable and needs to be looked after.</p> <p>To know that money should be stored in a safe place to keep it secure and should not be displayed in public places.</p> <p>To know that they should not show or give money to strangers.</p> <p>To know that they can ask adults they know and trust about money and where to store it safely.</p> <p>To know that banks are places where we can store our money.</p> <p>To know adults have jobs to help others and to earn money.</p> <p>To know that skills are things that we can do well and that everyone has different skills.</p> <p>To know that different jobs need different skills.</p>	<p>Explaining adult money sources.</p> <p>Identifying whether something is a want or need.</p> <p>Comparing and contrasting 'wants' and 'needs'.</p> <p>Identifying the main features of bank account cards.</p> <p>Exploring personal skills and talents.</p> <p>Exploring the reasons why people choose certain jobs.</p> <p>Identifying some ways to make an environment inclusive and fair.</p> <p>Reflecting on the importance of individuality and diversity.</p>	<p>To know that many adults earn money by having a job.</p> <p>To know some basic needs for survival, such as food, water and shelter.</p> <p>To know that a bank account is like a special place in a bank that keeps money safe until it is needed.</p> <p>To know that a bank account card is like a special key that unlocks a bank account to access the money inside.</p> <p>To know that saving money is when we keep some money and don't spend it straight away.</p> <p>To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills.</p>	<p>Considering pros and cons of payment methods.</p> <p>Contemplating budgeting benefits.</p> <p>Planning and calculating within a budget.</p> <p>Discussing attitudes and feelings about money.</p> <p>Developing empathy in financial situations.</p> <p>Handling negative financial emotions.</p> <p>Making ethical spending decisions.</p> <p>Assessing impact of spending choices.</p> <p>Reflecting on future job based on goals.</p> <p>Challenging and understanding workplace stereotypes.</p> <p>Ranking factors influencing job choices.</p>	<p>To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets.</p> <p>To know that spending should be based on necessity, importance, and available budget.</p> <p>To know that budgeting is planning how to spend and save the money that you have available.</p> <p>To know that money can cause us to have positive and negative feelings.</p> <p>To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet.</p> <p>To know that different jobs contribute to our society in different ways.</p> <p>To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics.</p> <p>To know that it is important to consider what they are good at and enjoy doing when choosing future careers.</p> <p>To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.</p>

## Progression of skills and knowledge

## Economic wellbeing

Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Recognising value for money.</p> <p>Understanding differing opinions on spending.</p> <p>Recognising how to track money spent and saved.</p> <p>Understanding reasons for using a bank.</p> <p>Exploring how to safeguard money effectively.</p> <p>Identifying influences on job choices.</p> <p>Understanding careers can change.</p> <p>Challenging workplace stereotypes.</p>	<p>To know that getting value for money involves considering the cost, usefulness and quality of items.</p> <p>To know that purchases can be influenced by needs, wants, peer pressure, and advertising.</p> <p>To know that people often earn interest when they keep savings in a bank account.</p> <p>To know that earning interest is when the bank gives you some extra money as a reward for keeping your money with them.</p> <p>To know that people often change jobs or careers multiple times in their lives.</p> <p>To know that stereotypes can be made on age, gender, culture, ability and interest and hobbies.</p>	<p>Discussing money risks and management.</p> <p>Making and prioritising budgets.</p> <p>Discussing money's role in career choices.</p> <p>Assessing loan and borrowing responsibilities and suitability.</p> <p>Implementing money safeguarding strategies.</p> <p>Navigating emotional implications in financial situations.</p> <p>Seeking guidance for financial dilemmas.</p> <p>Integrating factors to inform career decisions.</p>	<p>To know that being 'in debt' or 'having debt' means that you have spent more money than you have and owe money to others or the bank.</p> <p>To know the difference between money earned (income) and money spent (expenditure).</p> <p>To know that borrowing money, like loans or credit, involves the responsibility to pay it back with interest.</p> <p>To know that when a bank or someone lends you money, they may ask you to pay back more than what you borrowed. The extra amount is the interest, which is like a fee for using someone else's money.</p> <p>To know that they should be cautious about sharing financial information.</p> <p>To know that money can cause a range of emotions, from stress and anxiety when finances are tight, to happiness and excitement when they can afford something they want.</p> <p>To know that their educational choices and personal interests can play a significant role in determining their future career options and opportunities.</p> <p>To know that it is important to challenge work-related stereotypes to create a more inclusive and fair work environment.</p>	<p>Developing emotional intelligence related to financial matters.</p> <p>Applying coping strategies for managing financial emotions.</p> <p>Assessing risks in both physical and digital financial environments.</p> <p>Implementing safeguarding measures for money in real-world scenarios.</p> <p>Adapting to financial changes associated with transitioning to secondary school.</p> <p>Preparing personally for financial and career changes in secondary school.</p> <p>Identifying different forms of gambling and understanding their risks.</p> <p>Applying responsible gambling attitudes in real-world situations.</p> <p>Recognising various workplace environments and their characteristics.</p> <p>Identifying career options in multiple sectors.</p> <p>Evaluating the suitability of different career paths.</p> <p>Aligning career options with personal interests and strengths.</p>	<p>To know that our emotions can be linked to money.</p> <p>To know an online scam is when someone uses the internet to trick or deceive people into giving away their money or personal information.</p> <p>To know that a secure password should have a combination of letters, numbers and special symbols and be kept secret from others.</p> <p>To know that at secondary school they may have to manage different types of expenses like lunches, travel costs, school materials, and social activities.</p> <p>To know that gambling or betting is paying to play a game where you don't know if you will win more money or lose your money.</p> <p>To know that gambling can cause people to lose a lot of money and can be very addictive.</p> <p>To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way.</p>

*Progression of skills and knowledge*

**Identity**

**Year 6 only**

Skills	Knowledge
<p>Discussing the factors that make our 'identity'.</p> <p>Recognising the difference between how we see ourselves and how others see us.</p> <p>Exploring how the media might influence our identity.</p>	<p>To know that identity is the way we see ourselves and also how other people see us.</p>

*Progression of skills and knowledge*

**Transition**

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Recognising our own strengths.</p>	<p>To understand that changes can be both positive and negative.</p>	<p>Identifying people who can help us when we are worried about changes.</p>	<p>To understand that change is part of life.</p>	<p>Learning strategies to deal with change.</p>	<p>To understand that change often brings about more opportunities and responsibilities.</p>
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Recognising our own achievements.</p> <p>Being able to set goals.</p>	<p>To know that setting goals can help us to achieve what we want.</p>	<p>Recognising own skills and how these can be developed.</p>	<p>To understand the skills needed for roles in school.</p>	<p>Exploring a greater range of strategies to deal with feelings associated with change.</p>	<p>To know that a big change can bring opportunities but also worries.</p>