

Cotford St Luke Primary School

Relationships and Sex Education Policy



Approved by:	CSL Governing Board	Date: 26 th May 2021
Last reviewed on:	22 nd May 2024	
Next review due by:	May 2027	

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1. Aims

We consider Relationships Education to be an integral part of Personal, Social and Health Education (PSHE), which is also linked to Science.

In partnership with parents/carers, we aim to provide pupils with the knowledge, skills and understanding they need to lead healthy, independent lives and to become responsible, well-informed members of society. We endeavour to offer pupils a carefully considered programme on human development, relationships, sexuality and family life within a safe, comfortable environment. The programme is set within a moral framework and matched to the pupils' level of maturity.

At our school we are using the leading children's health and wellbeing charity, Coram Life Education (CLE) to support us in meeting these legal requirements. We do this in two ways:

- A visit from a trained educator who will deliver aspects of the Relationships Education and Health Education programme
- Using Coram Life Education's online SCARF teaching resources.

More information about Coram Life Education and SCARF can be found on their website:

www.coramlifeeducation.org.uk

Our aims for our pupils:

- Provision of a framework & environment within which sensitive discussions can take place
- To develop confidence in discussing, listening and thinking about feelings and relationships
- To have the self-esteem to value themselves and others
- Help pupils develop feelings of self-respect, confidence and empathy
- To understand and respect a range of relationships, including the importance of family for the care and support of children
- To know what a healthy relationship looks like and acknowledge how relationships may affect someone's physical and mental health

- To behave responsibly within relationships
- Create a positive culture around issues of sexuality and relationships
- To name parts of the body and describe how they work
- To use correct terminology to describe themselves and their bodies
- To be prepared for puberty and give them an understanding of the importance of health and hygiene.
- To know safe routines can reduce the spread of viruses
- To recognise if a situation is unsafe and have the skills to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To know how to stay safe on and offline, and how to recognise and report abuse.

2. Statutory requirements

The 3 parts of the PSHE curriculum:

Relationships Education – statutory requirement

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

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 and also the Relationships Education, RSE, and Health Education (England) Regulations 2019, which informs the statutory guidance, Relationships Education, Relationships and Sex Education and Health Education 2019.

Children cannot be withdrawn from Relationships Education due to the importance of the content, which includes topics such as friendships and how to stay safe.

Health Education – statutory requirement - children cannot be withdrawn from Health Education due to the importance of the content, which includes educating children about making good decisions about their own health and well-being.

Relationships and Sex Education – non-statutory requirement in primary schools – children can be withdrawn from Relationships and Sex Education but this must be granted by the head teacher. This area of the curriculum is covered in the Science curriculum and includes content on human development, including reproduction, from which there is no right to withdraw.

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum (see sections 5 & 6: Curriculum & Delivery of RSE for further details).

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

At Cotford St Luke Primary School, we teach RSE as set out in this policy.

[Children and Social work act 2017](#).

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Definition of Relationships Education taken from DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This 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 or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

The government is reforming the way in which relationships education is delivered in schools. New statutory guidance (Relationships Education, Relationships and Sex Education and Health Education) enacted on the 5th April 2019 comes into force from the 1st April 2021.

More details about the reforms can be found on the Department for Education's website:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

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

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

RSE is not about the promotion of sexual activity.

Extract below from the Department for Education Relationships and Sex Education and Health Education Guidance:

Sex Education (Primary)

'65. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

66. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. 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. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

67. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.'

5. Curriculum

The content relating to Growing and Changing (which includes Sex Education) is set out as per Appendix 1. The PSHE curriculum includes a unit of work covering growing and changing.

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

The content of Sex Education will focus on:

- Preparing boys and girls for the changes that adolescence brings, including knowledge of the correct terminology for the genitals
- How a baby is conceived and born

6. Delivery of RSE

PSHE

Most of the Relationships Education teaching will take place within our PSHE curriculum. At Cotford St Luke, our Relationships Education is woven through our six PSHE units for each year group, which progresses and revisits learning as children move through the school.

In every year, pupils study the following themes at an age-appropriate level:

- Me and My Relationships
- Keeping Myself Safe
- E-Safety
- Rights and Responsibilities/Being My Best
- Valuing Difference
- Growing and Changing

In learning about relationships, pupils will be taught the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

A summary of the objectives for relationships education can be found in Appendix 2. For more information about our whole PSHE curriculum, a complete list of the objectives covered in each area can be found in Appendix 1. The units 'Me & My relationships' and 'Growing and Changing' contain the content linked to this

policy. This content will be taught in its entirety. Parents should note that, while the majority of the content in the other units will be covered, this will be selected to best fit the needs and context of the pupils in the class.

The units relating to changes through puberty and reproduction will be taught by the class teacher in single-year, mixed-sex, class groups. In Key Stage 2, these lessons will be followed by a single-sex lesson, taught by a staff member of the same sex as the pupils, in which the content will be reviewed and discussed. The main purpose of these follow-up sessions is to provide the opportunity for pupils to ask questions that they may have felt uncomfortable asking within a mixed-sex lesson and to talk openly with a trusted adult of the same sex. Pupils who identify as transgender will be supported with consideration and in partnership with parents.

Wider Curriculum

We also cover Relationships Education in the wider curriculum (e.g. PE, Science and R.E).

Science (Statutory Content)

Children begin in Early Years Foundation Stage by learning about life cycles, how to form effective relationships and reflect on relationships with others.

This learning takes place through taught sessions, continuous provision and in the moment planning.

In Key Stage 1 children learn:

- That animals, including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans (children need to be able to recognise, label and draw basic parts of the body)
- That humans and animals can reproduce offspring, and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- The life processes common to humans and other animals including nutrition, growth and reproduction
- The main stages of the human life cycle

In the Summer terms of Years 3, 4, 5 and 6, we place a particular emphasis on teaching children, at an age-appropriate level, about the changes (physical and emotional) that will happen during puberty. We recognise that, for most young people, puberty may not start until near the end of their primary years or when they reach secondary school. However, research has shown that many pupils may experience changes from as young as 8. It is vital that we ensure that all pupils feel confident, knowledgeable, and prepared whenever they may experience puberty. We educate the children about parts of the body and their functions, and how the changes at puberty, including menstruation and 'wet dreams', relate to this.

We encourage the children to ask for clarity if they need it and teachers aim to answer all pupils' questions with care and sensitivity.

By the end of Year 6, we ensure that all pupils know how their bodies change during puberty and how these changes relate to conception, birth, and care for babies. As stated earlier in the policy, we teach all content after careful consideration about the emotional development of pupils.

Beyond the curriculum

Relationships and Sex Education also encompasses the development of relationships and self-confidence, so pupils' learning stretches further than the taught curriculum and into wider school life. All staff have a responsibility to implement this policy and endorse its aims at any time they are with the children.

Terminology

At appropriate stages of a child's Relationships and Sex Education pupils will be introduced to the correct terminology which, after initial discussion, correct biological terms will be used at all times. It is fundamental that acceptable and unacceptable terminology is clarified.

Pupils' Questions

Teachers will create an environment where children's questions are responded to sensitively and openly. Teachers will give careful consideration to different faiths' views and cultural factors before responding, to ensure inclusion for all.

A Question Box will be provided and pupils will be encouraged to use it to privately and anonymously ask questions.

When teachers are approached with questions, if they feel uncertain about answering, they will seek advice from a member of the senior management team and respond with an answer at a later date, if deemed appropriate. If a teacher considers it appropriate to discuss the matter on an individual basis, a record must be kept of the discussion.

Pupils with SEND

Wherever possible, pupils with special educational needs should follow the same PSHE programme as all other pupils. As earlier mentioned, this should match the pupils' maturity levels and, in some cases, it may be appropriate to adapt content or delivery.

For more information about our RSE curriculum, see Appendices 1 and 2.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from any non-statutory components of RSE (see section 8).

7.3 Staff

Teaching staff are responsible for:

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

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

7.4 Pupils

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

8. Parents and the right to withdraw

At Cotford St Luke Primary School, we understand that parents and carers play the primary role in their child's Relationships Education. The school always endeavours to work in partnership with parents of children at our school through co-operation and mutual understanding. By doing so we:

- Welcome any questions parents may have regarding their child's Relationship Education
- Inform parents about the school's Relationships Education policy and practice
- Take seriously issues raised by parents with teachers or governors about the policy and/or delivery of Relationships Education at the school
- Acknowledge parents have the right to withdraw their children from aspects of Relationship and Sex Education which are not included in the Science curriculum. However, by working co-operatively with parents this rarely happens as they recognise the importance of this to their child's education. Requests for withdrawal should be put in writing using the form in Appendix 3 of this policy and addressed to the headteacher.
- Share that if parents or carers request that their child is to be removed from these lessons, that they will be provided with alternative work within the PSHE programme and join another class for that session. A register of any such pupils will be taken and distributed to necessary staff members.

It is important to note that parents do not have the right to withdraw their children from relationships education.

9. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

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

10. Monitoring arrangements

The delivery of RSE is monitored by the head teacher and PSHE lead through learning walks, assessment tracking and feedback from staff and pupils. Pupils' progress and development in Relationships Education is monitored closely by class teachers.

This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by the governing board.

Appendix 1: PSHE CURRICULUM CONTENT

The units 'Me & My relationships' and 'Growing and Changing' will be taught in their entirety. The majority of the content in the other units will be taught & this will be selected to best fit the needs and context of the pupils in the class.

Reception

Me and My Relationships > All about me

Me and My Relationships > My Special People

Me and My Relationships > My Feelings

Valuing Difference > Same and Different

Valuing Difference > Different Families and Homes

Valuing Difference > Kindness and Caring

Keeping Myself Safe > Keeping my Body Safe

Keeping Myself Safe > Listening to my Feelings

Keeping Myself Safe > People who Help Keep me Safe

Rights & Responsibilities > Looking after Myself and my Friends

Rights & Responsibilities > Caring for my Environment

Rights & Responsibilities > Looking after Money

Being my Best > Bouncing Back (growth mindset)

Being my Best > Healthy eating

Being my Best > Exercise and Sleep

Growing & Changing > Changes

Growing & Changing > Life Stages

Growing & Changing > Changing bodies

Y1

Learning Outcomes

Me and My Relationships

Children will be able to:

- Understand that classroom rules help everyone to learn and be safe;
- Explain their classroom rules and be able to contribute to making these.

Children will be able to:

- Recognise how others might be feeling by reading body language/facial expressions;
- Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)

Children will be able to:

- Identify a range of feelings;
- Identify how feelings might make us behave;
- Suggest strategies for someone experiencing 'not so good' feelings to manage these.

Children will be able to:

- Recognise that people's bodies and feelings can be hurt;

Learning Outcomes

-
- Suggest ways of dealing with different kinds of hurt.
-

Children will be able to:

- Recognise that they belong to various groups and communities such as their family;
 - Explain how these people help us and we can also help them to help us.
-

Children will be able to:

- Identify simple qualities of friendship;
 - Suggest simple strategies for making up.
-

Children will be able to:

- Demonstrate attentive listening skills;
 - Suggest simple strategies for resolving conflict situations;
 - Give and receive positive feedback, and experience how this makes them feel.
-

Valuing Difference

Children will be able to:

- Identify the differences and similarities between people;
 - Empathise with those who are different from them;
-

Learning Outcomes

-
- Begin to appreciate the positive aspects of these differences.

Children will be able to:

- Explain the difference between unkindness, teasing and bullying;
- Understand that bullying is usually quite rare.

Children will be able to:

- Explain some of their school rules and how those rules help to keep everybody safe.

Children will be able to:

- Identify some of the people who are special to them;
- Recognise and name some of the qualities that make a person special to them.

Children will be able to:

- Recognise and explain what is fair and unfair, kind and unkind;
- Suggest ways they can show kindness to others.

Keeping Myself Safe

Children will be able to:

Learning Outcomes

- Understand that the body gets energy from food, water and air (oxygen);
 - Recognise that exercise and sleep are important parts of a healthy lifestyle.
-

Children will be able to:

- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;
 - Identify simple bedtime routines that promote healthy sleep.
-

Children will be able to:

- Recognise emotions and physical feelings associated with feeling unsafe;
 - Identify people who can help them when they feel unsafe.
-

Children will be able to:

- Recognise the range of feelings that are associated with loss.
-

Children will be able to:

- Understand that medicines can sometimes make people feel better when they're ill;
 - Explain simple issues of safety and responsibility about medicines and their use.
-

Children will be able to:

Learning Outcomes

- Understand and learn the PANTS rules;
- Name and know which parts should be private;
- Explain the difference between appropriate and inappropriate touch;
- Understand that they have the right to say “no” to unwanted touch;
- Start thinking about who they trust and who they can ask for help.

Rights and Responsibilities

Children will be able to:

- Recognise the importance of regular hygiene routines;
- Sequence personal hygiene routines into a logical order.

Children will be able to:

- Identify what they like about the school environment;
- Recognise who cares for and looks after the school environment.

Children will be able to:

- Demonstrate responsibility in looking after something (e.g. a class pet or plant);
- Explain the importance of looking after things that belong to themselves or to others.

Children will be able to:

Learning Outcomes

- Explain where people get money from;
 - List some of the things that money may be spent on in a family home.
-

Children will be able to:

- Recognise that different notes and coins have different monetary value;
- Explain the importance of keeping money safe;
- Identify safe places to keep money;
- Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).

Being My Best

Children will be able to:

- Recognise the importance of fruit and vegetables in their daily diet;
 - Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
-

Children will be able to:

- Recognise that they may have different tastes in food to others;
- Select foods from the **Eatwell Guide** (formerly Eatwell Plate) in order to make a healthy lunch;
- Recognise which foods we need to eat more of and which we need to eat less of to be healthy.

Learning Outcomes

Children will be able to:

- Understand how diseases can spread;
 - Recognise and use simple strategies for preventing the spread of diseases.
-

Children will be able to:

- Recognise that learning a new skill requires practice and the opportunity to fail, safely;
 - Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
-

Children will be able to:

- Demonstrate attentive listening skills;
 - Suggest simple strategies for resolving conflict situations;
 - Give and receive positive feedback, and experience how this makes them feel.
-

Children will be able to:

- Recognise how a person's behaviour (including their own) can affect other people.

Growing and Changing

Children will be able to:

Learning Outcomes

- Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);
 - Understand and explain the simple bodily processes associated with them.
-

Children will be able to:

- Understand some of the tasks required to look after a baby;
 - Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
-

Children will be able to:

- Identify things they could do as a baby, a toddler and can do now;
 - Identify the people who help/helped them at those different stages.
-

Children will be able to:

- Explain the difference between teasing and bullying;
 - Give examples of what they can do if they experience or witness bullying;
 - Say who they could get help from in a bullying situation.
-

Children will be able to:

- Explain the difference between a secret and a nice surprise;
 - Identify situations as being secrets or surprises;
-

Learning Outcomes

- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
-

Children will be able to:

- Identify parts of the body that are private;
- Describe ways in which private parts can be kept private;
- Identify people they can talk to about their private parts.

Y2

Learning Outcomes

Me and My Relationships

Children will be able to:

- Suggest actions that will contribute positively to the life of the classroom;
- Make and undertake pledges based on those actions.

Learning Outcomes

Children will be able to:

- Take part in creating and agreeing classroom rules.

Children will be able to:

- Use a range of words to describe feelings;
- Recognise that people have different ways of expressing their feelings;
- Identify helpful ways of responding to other's feelings.

Children will be able to:

- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;
- Identify situations as to whether they are incidents of teasing or bullying.

Children will be able to:

- Understand and describe strategies for dealing with bullying;
- Rehearse and demonstrate some of these strategies.

Children will be able to:

- Explain the difference between bullying and isolated unkind behaviour;
- Recognise that there are different types of bullying and unkind behaviour;

Learning Outcomes

- Understand that bullying and unkind behaviour are both unacceptable ways of behaving.
-

Children will be able to:

- Recognise that friendship is a special kind of relationship;
 - Identify some of the ways that good friends care for each other.
-

Children will be able to:

- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);
- Explain where someone could get help if they were being upset by someone else's behaviour.

Valuing Difference

Children will be able to:

- Identify some of the physical and non-physical differences and similarities between people;
- Know and use words and phrases that show respect for other people.

Children will be able to:

- Identify people who are special to them;
- Explain some of the ways those people are special to them.

Children will be able to:

- Recognise and explain how a person's behaviour can affect other people.

Children will be able to:

- Explain how it feels to be part of a group;
- Explain how it feels to be left out from a group;
- Identify groups they are part of;
- Suggest and use strategies for helping someone who is feeling left out.

Children will be able to:

- Recognise and describe acts of kindness and unkindness;
- Explain how these impact on other people's feelings;

-
- Suggest kind words and actions they can show to others;
 - Show acts of kindness to others in school.
-

Children will be able to:

- Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);
- Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.

Keeping Myself Safe

Children will be able to:

- Understand that medicines can sometimes make people feel better when they're ill;
- Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;
- Explain simple issues of safety and responsibility about medicines and their use.

Children will be able to:

- Identify situations in which they would feel safe or unsafe;
 - Suggest actions for dealing with unsafe situations including who they could ask for help.
-

Children will be able to:

- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.

Children will be able to:

- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;
- Identify the types of touch they like and do not like;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.

Children will be able to:

- Recognise that some touches are not fun and can hurt or be upsetting;
- Know that they can ask someone to stop touching them;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.

Children will be able to:

- Identify safe secrets (including surprises) and unsafe secrets;
- Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.

Children will be able to:

- Identify how inappropriate touch can make someone feel;

-
- Understand that there are unsafe secrets and secrets that are nice surprises;
 - Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

Rights and Responsibilities

Children will be able to:

Describe and record strategies for getting on with others in the classroom.

Children will be able to:

- Explain, and be able to use, strategies for dealing with impulsive behaviour.

Children will be able to:

- Identify special people in the school and community who can help to keep them safe;
- Know how to ask for help.

Children will be able to:

- Identify what they like about the school environment;
- Identify any problems with the school environment (e.g. things needing repair);
- Make suggestions for improving the school environment;
- Recognise that they all have a responsibility for helping to look after the school environment.

Children will be able to:

-
- Understand that people have choices about what they do with their money;
 - Know that money can be saved for a use at a future time;
 - Explain how they might feel when they spend money on different things.
-

Children will be able to:

- Recognise that money can be spent on items which are essential or non-essential;
- Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.

Being My Best

Children will be able to:

- Explain the stages of the learning line showing an understanding of the learning process;
- Help themselves and others develop a positive attitude that support their wellbeing;
- Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.

Children will be able to:

- Understand and give examples of things they can choose themselves and things that others choose for them;
- Explain things that they like and dislike, and understand that they have choices about these things;
- Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.

Children will be able to:

- Explain how germs can be spread;
- Describe simple hygiene routines such as hand washing;
- Understand that vaccinations can help to prevent certain illnesses.

Children will be able to:

- Explain the importance of good dental hygiene;
- Describe simple dental hygiene routines.

Children will be able to:

- Understand that the body gets energy from food, water and oxygen;
- Recognise that exercise and sleep are important to health

Children will be able to:

- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);
- Describe how food, water and air get into the body and blood.

Growing and Changing

Children will be able to:

- Demonstrate simple ways of giving positive feedback to others.

Children will be able to:

- Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.

Children will be able to:

- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);
- Understand and describe some of the things that people are capable of at these different stages.

Children will be able to:

- Identify which parts of the human body are private;
- Explain that a person's genitals help them to make babies when they are grown up;
- Understand that humans mostly have the same body parts but that they can look different from person to person.

Children will be able to:

- Explain what privacy means;
- Know that you are not allowed to touch someone's private belongings without their permission;
- Give examples of different types of private information.

Y3

Learning Outcomes

Me and My Relationships

Children will be able to:

- Explain why we have rules;
- Explore why rules are different for different age groups, in particular for internet-based activities;
- Suggest appropriate rules for a range of settings;
- Consider the possible consequences of breaking the rules.

Children will be able to:

- Explain some of the feelings someone might have when they lose something important to them;
- Understand that these feelings are normal and a way of dealing with the situation.

Children will be able to:

- Define and demonstrate cooperation and collaboration;
- Identify the different skills that people can bring to a group task;
- Demonstrate how working together in a collaborative manner can help everyone to achieve success.

Learning Outcomes

Children will be able to:

- Identify people who they have a special relationship with;
- Suggest strategies for maintaining a positive relationship with their special people.

Children will be able to:

- Rehearse and demonstrate simple strategies for resolving given conflict situations.

Children will be able to:

- Explain what a dare is;
- Understand that no-one has the right to force them to do a dare;
- Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.

Children will be able to:

- Express opinions and listen to those of others;
- Consider others' points of view;
- Practise explaining the thinking behind their ideas and opinions.

Children will be able to:

- Identify qualities of friendship;
-

Learning Outcomes

- Suggest reasons why friends sometimes fall out;
- Rehearse and use, now or in the future, skills for making up again.

Valuing Difference

Children will be able to:

- Recognise that there are many different types of family;
- Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'

Children will be able to:

- Define the term 'community';
- Identify the different communities that they belong to;
- Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.

Children will be able to:

- Reflect on listening skills;
- Give examples of respectful language;
- Give examples of how to challenge another's viewpoint, respectfully.

Children will be able to:

- Explain that people living in the UK have different origins;
- Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;
- Identify some of the qualities that people from a diverse range of backgrounds need in order to get on

together.

Children will be able to:

- Recognise the factors that make people similar to and different from each other;
 - Recognise that repeated name calling is a form of bullying;
 - Suggest strategies for dealing with name calling (including talking to a trusted adult).
-

Children will be able to:

- Understand and explain some of the reasons why different people are bullied;
 - Explore why people have prejudiced views and understand what this is.
-

Keeping Myself Safe

Children will be able to:

- Identify situations which are safe or unsafe;
 - Identify people who can help if a situation is unsafe;
 - Suggest strategies for keeping safe.
-

Children will be able to:

- Define the words danger and risk and explain the difference between the two;
 - Demonstrate strategies for dealing with a risky situation.
-

Children will be able to:

-
- Identify some key risks from and effects of cigarettes and alcohol;
 - Know that most people choose not to smoke cigarettes; (Social Norms message)
 - Define the word 'drug' and understand that nicotine and alcohol are both drugs.
-

Children will be able to:

- Identify risk factors in given situations;
 - Suggest ways of reducing or managing those risks.
-

Children will be able to:

- Evaluate the validity of statements relating to online safety;
 - Recognise potential risks associated with browsing online;
 - Give examples of strategies for safe browsing online.
-

Children will be able to:

- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;
 - Recognise and describe appropriate behaviour online as well as offline;
 - Identify what constitutes personal information and when it is not appropriate or safe to share this;
 - Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
-

Children will be able to:

- Demonstrate strategies for assessing risks;
-

-
- Understand and explain decision-making skills;
 - Understand where to get help from when making decisions.
-

Children will be able to:

- Understand that medicines are drugs and suggest ways that they can be helpful or harmful.

Rights and Responsibilities

Children will be able to:

- Define what a volunteer is;
- Identify people who are volunteers in the school community;
- Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.

Children will be able to:

- Identify key people who are responsible for them to stay safe and healthy;
 - Suggest ways they can help these people.
-

Children will be able to:

- Understand the difference between 'fact' and 'opinion';
- Understand how an event can be perceived from different viewpoints;
- Plan, draft and publish a recount using the appropriate language.

Children will be able to:

- Define what is meant by the environment;
- Evaluate and explain different methods of looking after the school environment;
- Devise methods of promoting their priority method.

Children will be able to:

- Understand the terms 'income', 'saving' and 'spending';
- Recognise that there are times we can buy items we want and times when we need to save for items;
- Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)

Children will be able to:

- Explain that people earn their income through their jobs;
- Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)

Being My Best

Children will be able to:

- Explain how each of the food groups on the **Eatwell Guide** (formerly Eatwell Plate) benefits the body;
- Explain what is meant by the term 'balanced diet';
- Give examples what foods might make up a healthy balanced meal.

Children will be able to:

- Explain how some infectious illnesses are spread from one person to another;
- Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
- Suggest medical and non-medical ways of treating an illness.

Children will be able to:

- Develop skills in discussion and debating an issue;
- Demonstrate their understanding of health and wellbeing issues that are relevant to them;
- Empathise with different view points;
- Make recommendations, based on their research.

Children will be able to:

- Identify their achievements and areas of development;
- Recognise that people may say kind things to help us feel good about ourselves;
- Explain why some groups of people are not represented as much on television/in the media.

Children will be able to:

- Demonstrate how working together in a collaborative manner can help everyone to achieve success;
- Understand and explain how the brain sends and receives messages through the nerves.

Children will be able to:

- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);

-
- Describe how food, water and air get into the body and blood.
-

Children will be able to:

- Explain some of the different talents and skills that people have and how skills are developed;
- Recognise their own skills and those of other children in the class.

Growing and Changing

Children will be able to:

- Identify different types of relationships;
- Recognise who they have positive healthy relationships with.

Children will be able to:

- Understand what is meant by the term body space (or personal space);
- Identify when it is appropriate or inappropriate to allow someone into their body space;
- Rehearse strategies for when someone is inappropriately in their body space.

Children will be able to:

- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

Children will be able to:

-
- Recognise that babies come from the joining of an egg and sperm;
 - Explain what happens when an egg doesn't meet a sperm;
 - Understand that for girls, periods are a normal part of puberty.
- 

Y4

Learning Outcomes

Me and My Relationships

Children will be able to:

- Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;
- Explain how different words can express the intensity of feelings.

Children will be able to:

- Explain what we mean by a 'positive, healthy relationship';
- Describe some of the qualities that they admire in others.

Children will be able to:

- Recognise that there are times when they might need to say 'no' to a friend;
- Describe appropriate assertive strategies for saying 'no' to a friend.

Children will be able to:

- Demonstrate strategies for working on a collaborative task;

Learning Outcomes

-
- Define successful qualities of teamwork and collaboration.
-

Children will be able to:

- Identify a wide range of feelings;
 - Recognise that different people can have different feelings in the same situation;
 - Explain how feelings can be linked to physical state.
-

Children will be able to:

- Demonstrate a range of feelings through their facial expressions and body language;
 - Recognise that their feelings might change towards someone or something once they have further information.
-

Children will be able to:

- Give examples of strategies to respond to being bullied, including what people can do and say;
 - Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
-

Valuing Difference

Children will be able to:

- Define the terms 'negotiation' and 'compromise';
-

Learning Outcomes

-
- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.

Children will be able to:

- Understand that they have the right to protect their personal body space;
- Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;
- Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.

Children will be able to:

- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
- Give examples of features of these different types of relationships, including how they influence what is shared.

Children will be able to:

- List some of the ways that people are different to each other (including differences of race, gender, religion);
- Recognise potential consequences of aggressive behaviour;
- Suggest strategies for dealing with someone who is behaving aggressively.

Learning Outcomes

Children will be able to:

- List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);
 - Define the word *respect* and demonstrate ways of showing respect to others' differences.
-

Children will be able to:

- Understand and identify stereotypes, including those promoted in the media.

Keeping Myself Safe

Children will be able to:

- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;
 - Identify situations which are either dangerous, risky or hazardous;
 - Suggest simple strategies for managing risk.
-

Children will be able to:

- Identify images that are safe/unsafe to share online;
 - Know and explain strategies for safe online sharing;
 - Understand and explain the implications of sharing images online without consent.
-

Children will be able to:

Learning Outcomes

- Define what is meant by the word 'dare';
 - Identify from given scenarios which are dares and which are not;
 - Suggest strategies for managing dares.
-

Children will be able to:

- Understand that medicines are drugs;
 - Explain safety issues for medicine use;
 - Suggest alternatives to taking a medicine when unwell;
 - Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
-

Children will be able to:

- Understand some of the key risks and effects of smoking and drinking alcohol;
 - Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
-

Children will be able to:

- Describe stages of identifying and managing risk;
 - Suggest people they can ask for help in managing risk.
-

Children will be able to:

Learning Outcomes

- Understand that we can be influenced both positively and negatively;
- Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.

Rights and Responsibilities

Children will be able to:

- Explain how different people in the school and local community help them stay healthy and safe;
- Define what is meant by 'being responsible';
- Describe the various responsibilities of those who help them stay healthy and safe;
- Suggest ways they can help the people who keep them healthy and safe.

Children will be able to:

- Understand that humans have rights and also responsibilities;
- Identify some rights and also responsibilities that come with these.

Children will be able to:

- Understand the reason we have rules;
- Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);
- Recognise that everyone can make a difference within a democratic process.

Learning Outcomes

Children will be able to:

- Define the word *influence*;
 - Recognise that reports in the media can influence the way they think about a topic;
 - Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
-

Children will be able to:

- Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;
 - Recognise that they can play a role in influencing outcomes of situations by their actions.
-

Children will be able to:

- Understand some of the ways that various national and international environmental organisations work to help take care of the environment;
 - Understand and explain the value of this work.
-

Children will be able to:

- Define the terms 'income' and 'expenditure';
 - List some of the items and services of expenditure in the school and in the home;
 - Prioritise items of expenditure in the home from most essential to least essential.
-

Learning Outcomes

Children will be able to:

- Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';
- Understand how a payslip is laid out showing both pay and deductions;
- Prioritise public services from most essential to least essential.

Being My Best

Children will be able to:

- Identify ways in which everyone is unique;
- Appreciate their own uniqueness;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

Children will be able to:

- Give examples of choices they make for themselves and choices others make for them;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

Children will be able to:

- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;
- Plan a menu which gives a healthy balanced of foods from across the food groups on the **Eatwell**

Learning Outcomes

Guide (formerly Eatwell Plate).

Children will be able to:

- Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);
 - Suggest ways the Seven Rs recycling methods can be applied to different scenarios.
-

Children will be able to:

- Define what is meant by the word 'community';
 - Suggest ways in which different people support the school community;
 - Identify qualities and attributes of people who support the school community.
-

Growing and Changing

Children will be able to:

- Describe some of the changes that happen to people during their lives;
 - Explain how the Learning Line can be used as a tool to help them manage change more easily;
 - Suggest people who may be able to help them deal with change.
-

Children will be able to:

- Name some positive and negative feelings;
-

Learning Outcomes

-
- Understand how the onset of puberty can have emotional as well as physical impact
 - Suggest reasons why young people sometimes fall out with their parents;
 - Take part in a role play practising how to compromise.
-

Children will be able to:

- Identify parts of the body that males and females have in common and those that are different;
 - Know the correct terminology for their genitalia;
 - Understand and explain why puberty happens.
-

Children will be able to:

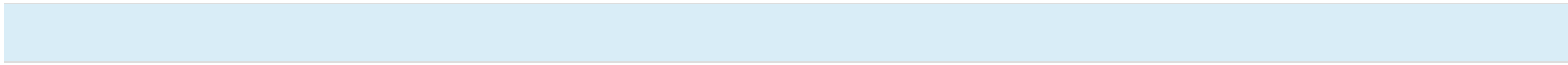
- Know the key facts of the menstrual cycle;
 - Understand that periods are a normal part of puberty for girls;
 - Identify some of the ways to cope better with periods.
-

Children will be able to:

- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
 - Recognise how different surprises and secrets might make them feel;
 - Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
-

Children will be able to:

Learning Outcomes

- Understand that marriage is a commitment to be entered into freely and not against someone's will;
 - Recognise that marriage includes same sex and opposite sex partners;
 - Know the legal age for marriage in England or Scotland;
 - Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
- 

Y5

Learning Outcomes

Me and My Relationships

Children will be able to:

- Explain what collaboration means;
- Give examples of how they have worked collaboratively;
- Describe the attributes needed to work collaboratively.

Children will be able to:

- Explain what is meant by the terms negotiation and compromise;
- Describe strategies for resolving difficult issues or situations.

Children will be able to:

- Demonstrate how to respond to a wide range of feelings in others;
- Give examples of some key qualities of friendship;
- Reflect on their own friendship qualities.

Learning Outcomes

Children will be able to:

- Identify what things make a relationship unhealthy;
 - Identify who they could talk to if they needed help.
-

Children will be able to:

- Identify characteristics of passive, aggressive and assertive behaviours;
 - Understand and rehearse assertiveness skills.
-

Children will be able to:

- Recognise basic emotional needs, understand that they change according to circumstance;
 - Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
-

Children will be able to:

- Understand that online communication can be misinterpreted;
- Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.

Valuing Difference

Children will be able to:

Learning Outcomes

- Define some key qualities of friendship;
 - Describe ways of making a friendship last;
 - Explain why friendships sometimes end.
-

Children will be able to:

- Rehearse active listening skills;
 - Demonstrate respectfulness in responding to others;
 - Respond appropriately to others.
-

Children will be able to:

- Develop an understanding of discrimination and its injustice, and describe this using examples;
 - Empathise with people who have been, and currently are, subjected to injustice, including through racism;
 - Consider how discriminatory behaviour can be challenged.
-

Children will be able to:

- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
 - Describe the benefits of living in a diverse society;
 - Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
-

Learning Outcomes

Children will be able to:

- Understand that the information we see online, either text or images, is not always true or accurate;
 - Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;
 - Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.
-

Children will be able to:

- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way.

Keeping Myself Safe

Children will be able to:

- Explain what a habit is, giving examples;
 - Describe why and how a habit can be hard to change.
-

Children will be able to:

- Recognise that there are positive and negative risks;
- Explain how to weigh up risk factors when making a decision;
- Describe some of the possible outcomes of taking a risk.

Learning Outcomes

Children will be able to:

- Demonstrate strategies to deal with both face-to-face and online bullying;
 - Demonstrate strategies and skills for supporting others who are bullied;
 - Recognise and describe the difference between online and face-to-face bullying.
-

Children will be able to:

- Define what is meant by a dare;
 - Explain why someone might give a dare;
 - Suggest ways of standing up to someone who gives a dare.
-

Children will be able to:

- Recognise which situations are risky;
 - Explore and share their views about decision making when faced with a risky situation;
 - Suggest what someone should do when faced with a risky situation.
-

Children will be able to:

- Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;
 - Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;
 - Know how to protect personal information online;
-

Learning Outcomes

-
- Recognise disrespectful behaviour online and know how to respond to it.
-

Children will be able to:

- Understand some of the complexities of categorising drugs;
 - Know that all medicines are drugs but not all drugs are medicines;
 - Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
-

Children will be able to:

- Understand the actual norms around smoking and the reasons for common misperceptions of these.
-

Children will be able to:

- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;
 - Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
-

Rights and Responsibilities

Children will be able to:

- Identify, write and discuss issues currently in the media concerning health and wellbeing;
 - Express their opinions on an issue concerning health and wellbeing;
-

Learning Outcomes

-
- Make recommendations on an issue concerning health and wellbeing.

Children will be able to:

- Understand the difference between a fact and an opinion;
- Understand what biased reporting is and the need to think critically about things we read.

Children will be able to:

- Define the differences between responsibilities, rights and duties;
- Discuss what can make them difficult to follow;
- Identify the impact on individuals and the wider community if responsibilities are not carried out.

Children will be able to:

- Explain what we mean by the terms voluntary, community and pressure (action) group;
- Give examples of voluntary groups, the kind of work they do and its value.

Children will be able to:

- State the costs involved in producing and selling an item;
- Suggest questions a consumer should ask before buying a product.

Children will be able to:

Learning Outcomes

- Define the terms loan, credit, debt and interest;
 - Suggest advice for a range of situations involving personal finance.
-

Children will be able to:

- Explain some of the areas that local councils have responsibility for;
- Understand that local councillors are elected to represent their local community.

Being My Best

Children will be able to:

- Know two harmful effects each of smoking/drinking alcohol.
 - Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.
 - Understand the actual norms around smoking and the reasons for common misperceptions of these.
-

Children will be able to:

- Know the basic functions of the four systems covered and know they are inter-related.
- Explain the function of at least one internal organ.
- Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.

Learning Outcomes

Children will be able to:

- Identify their own strengths and talents;
 - Identify areas that need improvement and describe strategies for achieving those improvements.
-

Children will be able to:

- State what is meant by community;
 - Explain what being part of a school community means to them;
 - Suggest ways of improving the school community.
-

Children will be able to:

- Identify people who are responsible for helping them stay healthy and safe;
 - Identify ways that they can help these people.
-

Children will be able to:

- Describe 'star' qualities of celebrities as portrayed by the media;
- Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;
- Describe 'star' qualities that 'ordinary' people have.

Growing and Changing

Learning Outcomes

Children will be able to:

- Use a range of words and phrases to describe the intensity of different feelings
 - Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
 - Explain strategies they can use to build resilience.
-

Children will be able to:

- Identify people who can be trusted;
 - Understand what kinds of touch are acceptable or unacceptable;
 - Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
-

Children will be able to:

- Explain how someone might feel when they are separated from someone or something they like;
 - Suggest ways to help someone who is separated from someone or something they like.
-

Children will be able to:

- Know the correct words for the external sexual organs;
 - Discuss some of the myths associated with puberty.
-

Children will be able to:

Learning Outcomes

- Identify some products that they may need during puberty and why;
 - Know what menstruation is and why it happens.
-

Children will be able to:

- Recognise how our body feels when we're relaxed;
 - List some of the ways our body feels when it is nervous or sad;
 - Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
-

Children will be able to:

- Identify the consequences of positive and negative behaviour on themselves and others;
 - Give examples of how individual/group actions can impact on others in a positive or negative way.
-

Children will be able to:

- Explain the difference between a safe and an unsafe secret;
 - Identify situations where someone might need to break a confidence in order to keep someone safe.
-

Children will be able to:

- Recognise that some people can get bullied because of the way they express their gender;
 - Give examples of how bullying behaviours can be stopped.
-

Y6

Learning Outcomes

Me and My Relationships

Children will be able to:

- Demonstrate a collaborative approach to a task;
- Describe and implement the skills needed to do this.

Children will be able to:

- Explain what is meant by the terms 'negotiation' and 'compromise';
- Suggest positive strategies for negotiating and compromising within a collaborative task;
- Demonstrate positive strategies for negotiating and compromising within a collaborative task.

Children will be able to:

- Recognise some of the challenges that arise from friendships;
- Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.

Learning Outcomes

Children will be able to:

- List some assertive behaviours;
 - Recognise peer influence and pressure;
 - Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
-

Children will be able to:

- Recognise and empathise with patterns of behaviour in peer-group dynamics;
 - Recognise basic emotional needs and understand that they change according to circumstance;
 - Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
-

Children will be able to:

- Describe the consequences of reacting to others in a positive or negative way;
 - Suggest ways that people can respond more positively to others.
-

Children will be able to:

- Describe ways in which people show their commitment to each other;
 - Know the ages at which a person can marry, depending on whether their parents agree;
 - Understand that everyone has the right to be free to choose who and whether to marry.
-

Learning Outcomes

Children will be able to:

- Recognise that some types of physical contact can produce strong negative feelings;
 - Know that some inappropriate touch is also illegal.
-

Children will be able to:

- Identify strategies for keeping personal information safe online;
 - Describe safe and respectful behaviours when using communication technology.
-

Valuing Difference

Children will be able to:

- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;
 - Suggest strategies for dealing with bullying, as a bystander;
 - Describe positive attributes of their peers.
-

Children will be able to:

- Know that all people are unique but that we have far more in common with each other than what is different about us;
 - Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
 - Demonstrate ways of offering support to someone who has been bullied .
-

Learning Outcomes

Children will be able to:

- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
-

Children will be able to:

- Understand and explain the term prejudice;
 - Identify and describe the different groups that make up their school/wider community/other parts of the UK;
 - Describe the benefits of living in a diverse society;
 - Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
-

Children will be able to:

- Explain the difference between a friend and an acquaintance;
 - Describe qualities of a strong, positive friendship;
 - Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
-

Children will be able to:

- Define what is meant by the term stereotype;
 - Recognise how the media can sometimes reinforce gender stereotypes;
 - Recognise that people fall into a wide range of what is seen as normal;
 - Challenge stereotypical gender portrayals of people.
-

Learning Outcomes

Keeping Myself Safe

Children will be able to:

- Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;
- Understand and describe the ease with which something posted online can spread.

Children will be able to:

- Identify strategies for keeping personal information safe online;
- Describe safe behaviours when using communication technology.

Children will be able to:

- Know that it is illegal to create and share sexual images of children under 18 years old;
- Explore the risks of sharing photos and films of themselves with other people directly or online;
- Know how to keep their information private online.

Children will be able to:

- Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;
- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.

Learning Outcomes

Children will be able to:

- Explain how drugs can be categorised into different groups depending on their medical and legal context;
 - Demonstrate an understanding that drugs can have both medical and non-medical uses;
 - Explain in simple terms some of the laws that control drugs in this country.
-

Children will be able to:

- Understand some of the basic laws in relation to drugs;
 - Explain why there are laws relating to drugs in this country.
-

Children will be able to:

- Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
 - Describe some of the effects and risks of drinking alcohol.
-

Children will be able to:

- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;
 - Explain how these emotional needs impact on people's behaviour;
 - Suggest positive ways that people can get their emotional need met.
-

Learning Outcomes

Children will be able to:

- Understand and give examples of conflicting emotions;
- Understand and reflect on how independence and responsibility go together.

Rights and Responsibilities

Children will be able to:

- Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;
- Describe the language and techniques that make up a biased report;
- Analyse a report also extract the facts from it.

Children will be able to:

- Know the legal age (and reason behind these) for having a social media account;
- Understand why people don't tell the truth and often post only the good bits about themselves, online;
- Recognise that people's lives are much more balanced in real life, with positives and negatives.

Children will be able to:

- Explain some benefits of saving money;
- Describe the different ways money can be saved, outlining the pros and cons of each method;
- Describe the costs that go into producing an item;
- Suggest sale prices for a variety of items, taking into account a range of factors;

Learning Outcomes

-
- Explain what is meant by the term *interest*.
-

Children will be able to:

- Recognise and explain that different jobs have different levels of pay and the factors that influence this;
 - Explain the different types of tax (income tax and VAT) which help to fund public services;
 - Evaluate the different public services and compare their value.
-

Children will be able to:

- Explain what we mean by the terms voluntary, community and pressure (action) group;
 - Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.
-

Children will be able to:

- Explain what is meant by living in an environmentally sustainable way;
 - Suggest actions that could be taken to live in a more environmentally sustainable way.
-

Being My Best

Children will be able to:

- Identify aspirational goals;
-

Learning Outcomes

- Describe the actions needed to set and achieve these.
-

Children will be able to:

- Explain what the five ways to wellbeing are;
 - Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
-

Children will be able to:

- Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.
-

Children will be able to:

- Identify risk factors in a given situation;
 - Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.
-

Children will be able to:

- Recognise what risk is;
 - Explain how a risk can be reduced;
 - Understand risks related to growing up and explain the need to be aware of these;
 - Assess a risk to help keep themselves safe.
-

Learning Outcomes

Growing and Changing

Children will be able to:

- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change;
- Identify people who can support someone who is dealing with a challenging time of change.

Children will be able to:

- Understand that fame can be short-lived;
- Recognise that photos can be changed to match society's view of perfect;
- Identify qualities that people have, as well as their looks.

Children will be able to:

- Define what is meant by the term stereotype;
- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.

Children will be able to:

- Understand the risks of sharing images online and how these are hard to control, once shared;
- Understand that people can feel pressured to behave in a certain way because of the influence of the

Learning Outcomes

- peer group;
 - Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
-

Children will be able to:

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
 - Suggest strategies that would help someone who felt challenged by the changes in puberty;
 - Know where someone could get support if they were concerned about their own or another person's safety.
-

Children will be able to:

- Explain the difference between a safe and an unsafe secret;
 - Identify situations where someone might need to break a confidence in order to keep someone safe.
-

Children will be able to:

- Identify the changes that happen through puberty to allow sexual reproduction to occur;
 - Know a variety of ways in which the sperm can fertilise the egg to create a baby, including sexual intercourse and in vitro fertilization (IVF);
 - Know the legal age of consent and what it means.
-

Appendix 2: WITH REGARD TO RELATIONSHIPS, BY THE END OF PRIMARY SCHOOL, PUPILS WILL BE TAUGHT:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom