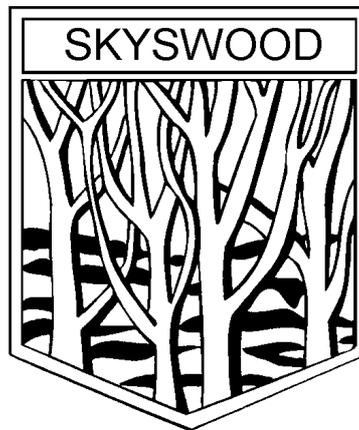


# **Skyswood Primary & Nursery School**

## **Relationships and Sex Education Policy**



**Reviewed – May 2020**

**Next Review Date – May 2021**

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## 1. Aims

The aims of Relationships and Sex Education (RSE) at Skyswood are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Incorporate our school vision, to create a safe, secure environment where children value diversity, respect and care for each other and the world around us and share in everybody's achievements.

## 2. Statutory requirements

As a maintained primary school we must provide health and relationships education to all pupils as per section 34 & 35 of the [Children and Social work act 2017](#). Although we are not required to provide sex education, we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must show due regard to [guidance](#) issued by the Secretary of State as outlined in Section 80A of the [Education Act 2002](#) and Section 403 of the [Education Act 1996](#).

We must also ensure we comply with the relevant provisions of the [Equality Act 2010](#), under which religion or belief are amongst protected characteristics. Teaching should also reflect the law as it applies to relationships, so that young people clearly understand what the law does and does not allow, and the wider legal implications of decisions they make.

At Skyswood we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – a working group (Lisa Spiller, Assistant Head & Kate Upton, PSHE Lead) pulled together all relevant information including relevant national and local guidance in order to write the policy.
2. Governor Briefing – As part of a Governor Visit Day on PSHE and RSE, Governors were briefed as to changes in requirements from September 2020 and how we as a school are working towards meeting these requirements.
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and to view examples of resources that we use.
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

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

It is about the understanding of the importance of marriage/stable & loving relationships for family life, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

RSE has 3 main elements:

- attitudes & values (respect, love & care; understanding moral dilemmas; & the value of relationships)
- personal & social skills (managing emotions & relationships; self-respect & empathy; understanding consequences)
- Knowledge & understanding (learning about physical development, sexuality, sexual health, emotions & relationships)

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

## 5. Curriculum

At Skyswood, we teach RSE in line with the Jigsaw Programme of Study, the mindful approach to PSHE – this contains some sex education in addition to that covered in the Science curriculum. According to the DfE, 'research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.

Although based on Jigsaw, we have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online (this may include 1:1 discussions with a pupil and/or referral of questions back to parents). Teachers will establish clear parameters as to what is appropriate and inappropriate in a whole class setting. Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

Our curriculum ensures activities are provided to engage boys as well as girls, matching different learning styles. We will use quality-first teaching and differentiation, as in every subject, to ensure all children, irrespective of special educational needs and learning difficulties, have access to the learning. We also acknowledge that some children will be more vulnerable to abuse and exploitation and that these children will need help to develop skills to reduce the risk of this happening. Our curriculum is respectful of differences, including ethnicity, religious beliefs and LGBT.

It is also important that no child is withdrawn from RSE and health education so that they can catch up on National Curriculum subjects.

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

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, including sex education sessions delivered by the class teacher. Biological & health aspects of RSE have close links to the science curriculum, and other aspects are included in religious education (RE).

### 6.1 Relationships Education

Relationships Education is statutory and consists of 32 outcomes that pupils should know by the end of primary school; parents do not have the right to withdraw their children from this part of the curriculum. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

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).

LGBT will be covered as an integral part of PSHE lessons – not as a discrete unit of work. As a school, we believe all children and families should be valued and included, hence images of many different family compositions will be shown within lessons on family relationships.

## 6.2 Health Education

Health education consists of 35 outcomes that pupils should know by the end of Primary School. It is statutory and parents may not choose to withdraw their children from this part of the curriculum. Both physical health and mental wellbeing are covered, so that children have the information they need to make good decisions. Pupils will learn about:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

The 'Changing adolescent body' section of Jigsaw has 2 outcomes relating to puberty. Puberty work – the way our bodies change and develop – is statutory. This includes learning about menstruation (this will be taught in detail to the girls by a female member of staff; afterwards, it will be covered by the class teacher with all children). Similarly, changes to boys will be taught by a male member of staff to boys alone; afterwards it will be covered by the class teacher with all children.

Within the growth mindset culture of our school, children become confident in their ability to achieve and persevere even when they encounter setbacks. We also promote pupils' self-control and ability to self-regulate through PSHE and groups such as Nurture and Resilience. The Mindfulness Minutes that take place across the school each day reinforce that mental wellbeing is a normal part of daily life, in the same way as physical health.

## 6.3 Sex Education

It is important that we prepare children in a manner that supports their ongoing emotional and physical development effectively before they move on to secondary school. The Department of Education recommends 'that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils' (DfE Guidance, p23). After scrutinising the DfE SRE guidance, we have concluded that Sex Education in primary schools consists of 'human reproduction'. We have chosen to incorporate some elements of Sex Education within the KS2 curriculum in order to prepare the children for the changes that adolescence brings and ensure they know how a baby is conceived and born. However, Sex Education is not statutory learning within primary schools and parents may choose to withdraw their children

from some or all aspects of this. (NB. The teaching of reproduction in a mammal that is covered by the Y5 Science curriculum is statutory and parents cannot withdraw children from Science.)

Sex Education at Skyswood is taught within the Unit 'Changing Me' and is covered in years 4 (Having a baby), 5 (Conception) & 6 (Conception to birth). All lessons containing Sex Education content will be highlighted within our plans (please see Appendix 1) and parents will be asked to sign a consent form or choose to withdraw their child in advance. Parents will be fully informed of our curriculum and have the opportunity to discuss details of this during Parent Information Evenings.

## **6.4 Rationale for what is taught when**

At Skyswood, we believe that knowledge empowers and protects children as long as it is age-appropriate. We feel a duty to prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school.

Correct terminology for body parts is introduced early to normalise this biological vocabulary and support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their body.

Puberty is introduced gently in Y3 because some girls may start their periods early and it is necessary to prepare them for this, so they are not scared or worried. Menstruation is taught in detail in Y4.

Conception is introduced age-appropriately in Y4 in the context of understanding why our bodies change during puberty. Understanding of human reproduction, conception and childbirth is age-appropriately covered in Y6.

## **7. Roles and responsibilities**

### **7.1 The governing body**

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

### **7.2 The Headteacher & Senior Leadership Team**

The SLT is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way, based on the Jigsaw curriculum, but taking into consideration the changes that have been made to it to ensure it is appropriate for the children in our school
- 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 Senior Leadership Team.

All class teachers are responsible for teaching their own class RSE in line with our curriculum plans (see Appendix 1) and Lisa Spiller & Caroline Rich are available to teach Puberty to the girls in Y5 & 6 where necessary.

### **7.4 Pupils**

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

## 8. Parents' right to withdraw

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. The headteacher or member of the SLT will discuss the request with parents and a copy of withdrawal requests will be placed in the pupil's educational record.

Alternative work will be given to pupils who are withdrawn from sex education and they will be asked to complete this work in a different classroom.

It is worth noting that while children can be withdrawn and the rest of the class can be told to keep discussion about the content of lessons for during class time or at home, it is inevitable that some talk about sex education may happen in front of those withdrawn. Parents need to be aware of this and decide whether they still want to withhold all associated learning or whether it is better that they hear the content from a professional rather than from other pupils, or alternatively whether they would prefer to teach the content themselves at home.

## 9. Training

### 9.1 Professional Development

Staff are trained on the delivery of RSE as part of their induction and it is included in our ongoing Monitoring & Evaluation Schedule (Professional Development). All staff have copies of all lesson planning and resources and are aware of any changes that we have made as a school.

Teachers will receive initial training into how to deal with unexpected questions, including personal or explicit questions. Ground rules will be laid out so that children know what is appropriate and what is not. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online (this may include 1:1 discussions with a pupil and/or referral of questions back to parents).

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of child protection issues – staff will follow procedures outlined in our Child Protection Policy.

All staff are aware that their own personal beliefs and attitudes will not influence the teaching of RSE within the PSHE framework.

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 where appropriate.

### 9.2 Confidentiality

At the heart of these subjects there is a focus on keeping children safe.

In line with our Child Protection Policy, teachers cannot offer or guarantee absolute confidentiality. However, staff will manage the requirement to maintain appropriate confidentiality by only involving those who need to be involved, such as our DSL (or deputy) or children's social care. Our school will always offer a safe and secure environment and staff will always seek to address any fears or worries that children bring into the classroom.

Pupils and parents will be made aware of how confidentiality works and teachers will reassure pupils that their best interests will be maintained. We will reassure pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate.

Pupils will always be encouraged to talk to parents or carers about their learning in RSE and to share their worries and concerns.

## 10. Monitoring arrangements

The delivery of RSE will be monitored by Kate Upton (PSHE Subject Leader) and the SLT through:

- Work scrutinies
- Learning walks
- Lesson observations
- Feedback from pupils, parents and staff.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Attainment will be recorded every Summer Term in line with other Foundation Subject Assessments and data will be analysed by the Subject Leader.

This policy will be reviewed annually by Lisa Spiller (Assistant Head) and Kate Upton (PSHE Subject Leader). At every review, the policy will be approved by the Headteacher and Governing Body and parents will be consulted with any changes made.

## Appendix 1: Curriculum map

### PSHE curriculum map including Relationships and Sex Education

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Year R</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Y1</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Y2</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Y3</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Y4	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>
Y5	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARRT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
Y6	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>

### Being Me In My World: Overview

	<b>Help others to feel welcome</b>	<b>Try to make our school community a better place</b>	<b>Think about everyone's right to learn</b>	<b>Care about other people's feelings</b>	<b>Work well with others</b>	<b>Choose to follow the learning charter</b>
<b>Reception</b>	Who... me?! – I understand how it feels to belong and that we are similar and different.	How am I feeling today? I can start to recognise and manage my feelings.	Being at school – I enjoy working with others to make school a good place to be.	Gentle hands – I understand why it is good to be kind and use gentle hands.	Our Rights – I am starting to understand children's rights and this means we should all be allowed to learn and play.	Our Responsibilities – I am learning what being responsible means.
<b>Year 1</b>	Special and safe – I know how to use my jigsaw journal.	My class – I understand the rights and responsibilities for being a member of my class.	Rights and responsibilities – I understand the rights and responsibilities for being a member of my class.	Rewards and feeling proud – I know my views are valued and can contribute to the learning charter.	Consequences – I can recognise the choices I make and understand the consequences.	Owning our learning charter – I understand my rights and responsibilities within our learning charter.
<b>Year 2</b>	Hopes and fears for the year – I can identify some of my hopes and fears for this year. I know how to use my jigsaw journal.	Rights and responsibilities – I understand the rights and responsibilities for being a member of my class and school.	Rewards and consequences – I understand the rights and responsibilities for being a member of my class.	Rewards and consequences – I can listen to other people and contribute my own ideas about rewards and consequences.	Our learning charter – I understand how following the learning charter will help me and others learn.	Owning our learning charter – I can recognise the choices I make and understand the consequences.
<b>Year 3</b>	Getting to know each other – I recognise my worth & can identify positive things about myself & my achievements. I can set personal goals & know how to use my Jigsaw Journal.	Our nightmare school – I can face new challenges positively, make responsible choices and ask for help when I need it.	Our dream school – I understand why rules are needed and how they relate to rights and responsibilities.	Rewards and consequences – I understand that my actions affect myself and others and I care about other people's feelings.	Our learning charter – I can make responsible choices and take action.	Owning our learning charter – I understand my actions affect and try to see things from their points of view.

<b>Year 4</b>	Becoming a class 'team' – I know my attitudes and actions make a difference to the class team. I know how to use my Jigsaw Journal.	Being a school citizen – I understand who is in my school community, the roles they play and how I fit in.	Rights, responsibilities and democracy – I understand how democracy works through the School Council.	Rewards and consequences – I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.	Our learning charter – I understand how groups come together to make decisions.	Owning our learning charter – I understand how democracy and having a voice benefits the school community.
<b>Year 5</b>	My year ahead – I can face new challenges positively and know how to set personal goals. I know how to use my Jigsaw Journal.	Being a citizen of my country – I understand my rights and responsibilities as a citizen of my country.	Year 5 responsibilities – I understand my rights and responsibilities as a citizen of my country and as a member of my school.	Rewards and consequences – I can make choices about my own behaviour because I understand how rewards and consequences feel.	Our learning charter – I understand how an individual's behaviour can impact on a group.	Owning our learning charter – I understand how democracy and having a voice benefits the school community and know how to participate in this.
<b>Year 6</b>	My year ahead – I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I know how to use my jigsaw journal.	Being a global citizen 1 – I know that there are universal rights for all children but for many children these rights are not met.	Being a global citizen 2 – I understand that my actions affect other people locally and globally.	The learning charter – I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.	Our learning charter – I understand how an individual's behaviour can impact on a group.	Owning our learning charter – I understand how democracy and having a voice benefits the school community.

### Celebrating Difference: Overview

	<b>Accept that everyone is different</b>	<b>Include others when working and playing</b>	<b>Know how to help if someone is being bullied</b>	<b>Try to solve problems</b>	<b>Try to use kind words</b>	<b>Know how to give and receive compliments</b>
<b>Reception</b>	What I am good at? – I can identify something I am good at and understand everyone is good at different things.	I'm special, I'm me! – I understand that being different makes us all special.	Families – I know we are all different but the same in some ways.	Houses and homes – I can tell you why I think my home is special to me.	Making friends – I can tell you how to be a kind friend.	Standing up for yourself – I know which words to use to stand up for myself when someone says or does something unkind.
<b>Year 1</b>	The same as... - I can identify similarities between people in my class.	Different from... - I can identify differences between people in my class.	What is 'bullying' – I can tell you what bullying is.	What do I do about bullying – I know some people who I could talk to if I was feeling unhappy or being bullied.	Making new friends – I know how to make new friends.	Celebrating difference: celebrating me – I can tell you some ways I am different from my friends.
<b>Year 2</b>	Boys and girls – I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).	Boys and girls – I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).	Why does bullying happen – I understand that bullying is sometimes about difference.	Standing up for myself and others – I can recognise what is right and wrong about how to look after myself.	Gender diversity – I understand that it is OK to be different from other people and to be friends with them.	Celebrating difference and still being friends – I can tell you some ways I am different from my friends.
<b>Year 3</b>	Families – I understand that everybody's family is different and important to them.	Family conflict – I understand that differences and conflicts sometimes happen among family members.	Witness and feelings – I know what it means to be a witness to bullying.	Witness and solutions – I know that witnesses can make the situation better or worse by what they do.	Words that harm – I recognise that some words are used in hurtful ways.	Celebrating difference: compliments – I can tell you about a time when my words affected someone's feelings and what the consequences are.

<b>Year 4</b>	Judging by appearances – I understand that, sometimes, we make assumptions based in what people look like.	Understanding influences – I understand what influences me to make assumptions based on how people look.	Understanding bullying – I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.	Problem solving - I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.	Special me – I can identify what is special about me and value the ways in which I am unique.	Celebrating difference – I can tell you a time when my first impression of someone changed when I got to know them.
<b>Year 5</b>	Different cultures – I understand that cultural differences sometimes cause conflict.	Racism – I understand what racism is.	Rumours and name-calling – I understand how rumour-spreading and name-calling can be bullying behaviours.	Types of bullying – I can explain the difference between direct and indirect types of bullying.	Does money matter? – I can compare my life with people in the developing world.	Celebrating difference across the world – I can understand a different culture from my own.
<b>Year 6</b>	Am I normal? - I understand there are different perceptions about what normal means.	Understanding difference – I understand how being difference could affect someone's life.	Power struggles – I can explain some of the ways in which one person or a group can have power over another.	Why bully – I know some of the reasons why people use bullying behaviours.	Celebrating difference – I can give examples of people with disabilities who lead amazing lives.	Celebrating difference – I can explain ways in which difference can be a source of conflict and a cause for celebration.

### Dreams & Goals: Overview

	<b>Stay motivated when doing something challenging</b>	<b>Keep trying even when it is difficult</b>	<b>Work well with a partner or in a group</b>	<b>Have a positive attitude</b>	<b>Help others to achieve their goals</b>	<b>Are working hard to achieve their own dreams and goals</b>
<b>Year R</b>	Challenge – I understand that if I persevere I can tackle challenges.	Never giving up – I can tell you about a time I didn't give up until I achieved my goal.	Setting a goal – I can set a goal and work towards it.	Obstacles and support – I can use kind words to encourage people.	Flight to the future – I understand the link between when I learn now and the job I might like to do when I'm older.	Footprint awards – I can say how I feel when I achieve a goal and know what it means to feel proud.
<b>Year 1</b>	My treasure chest of success – I can set simple goals.	Steps to goals – I can set a goal and work out how to achieve it.	Achieving together – I understand how to work well with a partner.	Stretchy learning – I can tackle a new challenge and understand this might stretch my learning.	Overcoming obstacles – I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.	Celebrating my success – I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.
<b>Year 2</b>	Goals to success – I can choose a realistic goal and think about how to achieve it.	My learning strengths – I carry on trying (persevering) even when I find things difficult.	Learning with others – I can recognise who I work well with and who it is more difficult for me to work with.	A group challenge – I can work well in a group.	Continuing our group challenge – I can tell you some ways I worked well with my group.	Celebrating our achievement – I know how to share success with other people.
<b>Year 3</b>	Dreams and goals – I can tell you about a person who has faced difficulties challenges and achieved success.	My dreams and ambitions – I can identify a dream / ambition that is important to me.	A new challenge – I enjoy facing new learning challenges and working out the best ways for me to achieve them.	Our new challenge - I am motivated and enthusiastic about achieving our new challenge.	Our new challenge – I can recognise obstacles which might hinder my achievement and can take steps to overcome them.	Celebrating my learning – I can evaluate my own learning process and identify how it can be better next time.

<b>Year 4</b>	Hopes and dreams – I can tell you about some of my hopes and dreams.	Broken dreams – I understand that sometimes hopes and dreams do not come true and that this can hurt.	Overcoming disappointment – I know that reflecting on positive and happy experiences can help me to counteract disappointment.	Creating new dreams – I know how to make a new plan and set new goals even if I have been disappointed.	Achieving goals – I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group.	We did it – I can identify the contributions made by myself and others to the group's achievement.
<b>Year 5</b>	When I grow up (My dream lifestyle) – I understand that I will need money to help me achieve some of my dreams.	Investigate jobs and careers – I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.	My dream job. Why I want it and the steps to get there – I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.	Dreams and goals of young people in other cultures – I can describe the dreams and goals of young people in a culture different to mine.	How can we support each other? – I understand that communicating with someone in a different culture means we can learn from each other. I can identify a range of ways that we could support each other.	Rallying support – I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.
<b>Year 6</b>	Personal learning goals – I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goals and one out-of-school goal).	Steps to success – I can work out the learning steps I need to take reach my goal and understand how to motivate myself to work on these.	My dream for the world – I can identify problems in the world that concern me and talk to other people about them.	Helping to make a difference – I can work with other people to help make the world a better place.	Helping to make a difference – I can describe some ways in which I can work other people to help make the world a better place.	Recognising our achievements – I know what some people in my class like or admire about me and can accept their praise.

### Healthy Me: Overview

	<b>Have made a healthy choice</b>	<b>Have eaten healthy, balanced diet</b>	<b>Have been physically active</b>	<b>Have tried to keep themselves and others safe</b>	<b>Know how to be a good friend and enjoy healthy friendships</b>	<b>Know how to keep calm and deal with difficult situations</b>
<b>Year R</b>	Everybody's body – I understand that I need to exercise to keep my body healthy.	We like to move it, move it! – I understand how moving and resting are good for my body.	Food glorious food – I know which foods are healthy and not so healthy and can make healthy eating choices.	Sweet dreams – I know how to help myself go to sleep and understand why sleep is good me.	Keeping clean – I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.	Stranger danger - I know what a stranger is and how to stay safe if a stranger approaches me.
<b>Year 1</b>	Being healthy – I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy.	Healthy choices – I know how to make healthy lifestyle choices.	Clean and healthy – I know how to keep myself clean and healthy and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly	Medicine safety – I understand that medicines can help me if I feel poorly and I know how to use them safely.	Road safety – I know how to keep when crossing the road, and about people who can help me to stay safe.	Happy, healthy me – I can tell why I think my body is amazing and can identify some ways to keep it safe and healthy.
<b>Year 2</b>	Being healthy – I know what I need to keep my body healthy.	Being relaxed - I can show or tell you what relaxed means and I know some things that make me feel relaxed and some things that make me feel stressed.	Medicine safety - I understand how medicines work in my body and how important it is to use them safely.	Healthy eating - I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.	Healthy eating - I can make some healthy snacks and explain why they are good for my body.	Happy, healthy me! - I can decide which foods to eat to give my body energy.

<b>Year 3</b>	Being fit and healthy – I understand how exercise affects my body and know why my heart and lungs are such important organs.	Being fit and healthy – I know that the amount of calories, fat and sugar I put into my body will affect my health.	What do I know about drugs – I can tell you my knowledge and attitudes towards drugs.	Being safe – I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help.	Safe or unsafe – I can identify when something feels safe or unsafe	My amazing body – I understand how complex my body is and how important it is to take care of it.
<b>Year 4</b>	My friends and me – I recognise how different friendship groups are formed, how I fit into them and the friends I value the most.	Group dynamics – I understand there are people who take on the roles of leaders or followers in a group and I know the role I take on in different situations.	Smoking – I understand the facts about smoking and its effect on health and also some of the reasons some people start to smoke.	Alcohol – I understand the facts about alcohol & its effect on health, particularly the liver & also some reasons some people drink alcohol.	Healthy friendships- I can recognise when people are putting me under pressure and can explain ways to resist this when I want.	Celebrating my inner strength and assertiveness – I know myself well enough to have a clear picture of what I believe is right and wrong.
<b>Year 5</b>	Smoking – I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	Alcohol – I know some of the risks with misusing alcohol, including anti-social behaviour and how it affects the liver and heart.	Emergency aid – I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.	Body image – I understand how the media, social media and celebrity culture promotes certain body types.	My relationships with food – I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.	Healthy me – I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.
<b>Year 6</b>	Taking responsibility for my health and well-being – I can take responsibility for my health and make choices that benefit my health and well-being.	Drugs – I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.	Exploitation – I understand that some people can be exploited and made to do things that are against the law.	Gangs – I know why some people join gangs and the risks this involves.	Emotional and mental health – I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.	Managing stress and pressure – I can recognise stress & the triggers that cause this & I understand how stress can cause drug & alcohol misuse.

### Relationships: Overview

	<b>Know how to make friends</b>	<b>Try to solve friendships problems when they occur</b>	<b>Help others to feel part of a group</b>	<b>Show respect in how they treat others</b>	<b>Know how to help themselves &amp; others when they feel upset &amp; hurt</b>	<b>Know and show what makes a good relationship</b>
<b>Year R</b>	My family and me. I can identify some of the jobs I do in my family and how I feel like I belong.	Make friends make friends. Never ever break friends part 1. I know how to make friends to stop myself from feeling lonely.	Make friends make friends. Never ever break friends part 2. I can think of ways to solve problems and stay friends.	Falling out and bullying part  1. I am starting to understand the impact of unkind words.	Falling out and bullying part  2. I can use 'calm me' time to manage my feelings.	Being the best friends we can be.  I know how to be a good friend.
<b>Year 1</b>	Families. I can identify the members of my family and understand that there are lots of different types of families.	Making friends. I can identify what being a good friend means to me.	Greetings. I know appropriate ways of physical contact to greet my friends and know which ways I prefer.	People who help us. I know who can help me in my school community.	Being my own best friend. I can recognise my qualities as a person and a friend.	Celebrating my special relationships. I can tell you why I appreciate someone who is special to me.
<b>Year 2</b>	Families. I can identify the different members of my family and understand my relationship with each of them and know why it's important to share and co-operate.	Keeping safe – exploring physical contact. I understand that there are lots of forms of physical contact and that some of this is acceptable and some is not.	Friends and conflict. I can identify some of the things that cause conflict with my friends.	Secrets I understand that sometimes its good to keep secret and sometimes it's not good to keep a secret.	Trust and appreciation. I recognise and appreciate people who can help me in my family, my school and my community.	Celebrating my special relationships. I can express appreciation for the people in my special relationships.

<b>Year 3</b>	<p>Family role and responsibilities.</p> <p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p>	<p>Friendship.</p> <p>I can identify and put into practice some of the skills of friendship e.g. turn taking, being a good listener.</p>	<p>Keeping myself safe online.</p> <p>I know and can use some strategies for keeping myself safe online.</p>	<p>Being a global citizen 1</p> <p>I can explain how some of the actions and work of people around the world help and influence my life.</p>	<p>Being a global citizen 2</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p>	<p>Celebrating my web of relationships</p> <p>I know how to express my appreciation to my friends and family</p>
<b>Year 4</b>	<p>Jealousy</p> <p>I can recognise situations which can cause jealousy in relationships</p>	<p>Love and loss</p> <p>I can identify someone I love and can express why they are special to me</p>	<p>Memories</p> <p>I can tell you about someone I know that I no longer see</p>	<p>Getting on and falling out</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p>	<p>Girlfriends and boyfriends</p> <p>I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.</p>	<p>Celebrating my relationships</p> <p>I know how to show love and appreciations to the people and animals who are special to me.</p>
<b>Year 5</b>	<p>Recognising me.</p> <p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p>	<p>Safety with online communities</p> <p>I understand that belonging to an online community can have positive and negative consequences.</p>	<p>Being in an online community</p> <p>I understand that there are rights and responsibilities in an online community or social network.</p>	<p>Online gaming</p> <p>I know there are rights and responsibilities when playing a game online.</p>	<p>My relationships with technology: Screen time</p> <p>I can recognise when I am spending too much time using devices (screen time)</p>	<p>Relationships and technology</p> <p>I can explain how to stay safe when using technology to communicate with my friends.</p>
<b>Year 6</b>	<p>What is mental health?</p> <p>I know that it is important to take care of my mental health.</p>	<p>My mental health</p> <p>I know how to take care of my mental health.</p>	<p>Love and loss</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p>	<p>Power and control</p> <p>I can recognise when people are trying to gain power or control.</p>	<p>Being online: real or fake? Safe or unsafe?</p> <p>I can judge whether something online is safe and helpful for me.</p>	<p>Using technology responsibly</p> <p>I can use technology positively and safely to communicate with my friends and family.</p>

### Changing Me: Overview

	<b>Understand that everyone is unique and special</b>	<b>Can express how they feel when change happens</b>	<b>Understand and respect the changes that they see in themselves</b>	<b>Understand and respect the changes that they see in other people</b>	<b>Know who to ask for help if they are worried about change</b>	<b>Are looking forward to change</b>
<b>Year R</b>	<p>My body</p> <p>I can name parts of the body and associated senses</p>	<p>Respecting my body</p> <p>I can tell you some things I can do and food I can eat to be healthy</p>	<p>Growing up</p> <p>I understand that we all grow from babies to adults. Looking at special events too.</p>	<p>Fun and fears part 1</p> <p>I can express how I feel about moving to Year 1.</p> <p>Discuss fears, worries and different emotions.</p>	<p>Fun and fears part 2</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p>	<p>Celebration</p> <p>I can share my memories of the best bits of this year in Reception</p>
<b>Year 1</b>	<p>Life cycles</p> <p>I am starting to understand the life cycles of animals and humans (birth to adulthood)</p>	<p>Changing me</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same (make concertina booklet)</p>	<p>My changing body</p> <p>I can tell you how my body has changed since I was a baby (look at baby photos)</p>	<p><b>Boys' and Girls' bodies</b></p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. Share 'family names' that they use for the private parts. Swimsuits or underwear cover these parts. 'Private' means special and important and NOT dirty or rude. No one has permission to touch your private parts, they belong to you (apart from parents/carers if you need helping with cleaning). (Mention different skin tones).</p>	<p>Learning and growing</p> <p>I understand that every time I learn something new, I change a little bit (like adding petals to a flower)</p>	<p>Coping with changes</p> <p>I can tell you about changes that have happened in my life. Looking at feelings and emotions (introduce of zone of regulation, if they haven't already). What changes are coming up and how we feel about those.</p>

<p><b>Year 2</b></p>	<p>Life cycles in nature I can recognise cycles of life in nature (humans/plants). How bodies change from baby to fully grown adults. (Recognising that some people may change differently- Identify if children have growing issues and talk to their parents before this lesson).</p>	<p>Growing from young to old I can tell you about the natural process of growing from young to old and understand that this is not in my control. What changes for older people (share photos of elderly relatives).</p>	<p>The changing me I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. Mystery bag of things, each object from the bag relates to a different time in their life –rattle, plastic bottles, keys, purse, helmets, make-up.</p>	<p><b>Boys' and Girl's bodies</b> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. Differences between what girls and boys like to do. Different types of clothes and different body parts – bikinis vs swimming trunks. 'Private' means special and important and NOT dirty or rude. No one has permission to touch your private parts, they belong to you (apart from parents/carers if you need helping with cleaning). Most boys are born with male body parts and most girls are born with female body parts. Challenge stereotypes of women and male clothing and activities that they enjoy e.g. football and ballet.</p>	<p>Assertiveness I understand there are different types of touch and I can tell you which ones I like and don't like. Sharing bags of materials and whether they like the feel of those materials. We don't touch people when they don't want us to. If it's mentioned about touching private parts: No one has permission to touch your private parts, they belong to you (apart from parents/carers if you need helping with cleaning).</p>	<p>Looking ahead I can identify what I am looking forward to when I move to my next class. How they feel about getting older and what they are looking forward to changing.</p>
<p><b>Year 3</b></p>	<p>How babies grow I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p>	<p>Babies I understand how babies grow and develop in the mother's uterus  I understand what a baby needs to live and grow</p>	<p><b>Outside body changes</b> I understand that boys and girls' bodies need to change so that when they grow up their bodies can make babies.  I can identify how boys and girls' bodies change on the outside during the growing up process</p>	<p><b>Inside body changes</b> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p>	<p>Family stereotype I can start to recognise stereotypical ideas I might have about parenting and family roles</p>	<p>Looking ahead Identify what I am looking forward to when I move to my next class</p>

<b>Year 4</b>	<p>Unique me</p> <p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of male and female seeds.</p>	<p><b>Having a baby</b></p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p>	<p><b>Girls and puberty</b></p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p>	<p>Circles of change</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life.</p>	<p>Accepting change</p> <p>I can identify changes that have been and may continue to be outside of my control that I've learnt to accept</p>	<p>Looking ahead</p> <p>I can identify what I am looking forward to when I move to my next class</p>
<b>Year 5</b>	<p>Self and body image</p> <p>I am aware of my self-image and how my body image fits into that</p>	<p><b>Puberty for girls</b></p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically &amp; emotionally</p>	<p><b>Puberty for boys</b></p> <p>I can describe how boys' and girl's bodies change during puberty</p>	<p><b>Conception</b></p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p>	<p>Looking ahead 1</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p>	<p>Looking ahead 2</p> <p>I can identify what I am looking forward to when I move to my next class</p>
<b>Year 6</b>	<p>My self-image</p> <p>I am aware of my own self-image and how my body image fits into that</p>	<p><b>Puberty</b></p> <p>I can explain how boys' and girl's bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p>	<p><b>Babies: conception to birth</b></p> <p>I can describe how a baby develops from conception through to 9 months of pregnancy, and how it is born</p>	<p><b>Boyfriends and girlfriends</b></p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that means about having a boyfriend/ girlfriend</p>	<p>Real self and ideal self</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it</p>	<p>The year ahead</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school/ or moving to my next class.</p>

**Key:**

Highlighted in blue is health education that is important for safeguarding – children CANNOT withdraw from this.

Highlighted in yellow – Sex education – parents CAN withdraw from this.

Highlighted in green – Puberty – this is health education and children CANNOT be withdrawn from this.

**Appendix 2: By the end of primary school pupils should know:**

<b>Relationships and Sex Education (RSE)</b>		<b>Coverage</b>						
<b>Families and people who care for me</b>		<b>Years</b>						
		<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
R1	that families are important for children growing up because they can give love, security and stability.	R, BM	R, CM	R	CD, R, CM	R, CM	BM, CD, DG, CM	DG, CM
R2	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.	R	R, CM	R	CD, R, CM	R, CM	BM, CD, DG, CM	DG, CM
R3	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.	BM, CD	R, CM	R	CD, R, CM	CM	BM, CD, DG, CM	DG, CM
R4	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.	R	R, CM	R	CD, R, CM	R, CM	BM, CD, DG, CM	DG, CM
R5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.			R	CD		CM	CM
R6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.		CM	R	CD		BM, CD	DG, CM
<b>Caring Friendships</b>		<b>Years</b>						
		<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
R7	how important friendships are in making us feel happy and secure, and how people choose and make friends.	R	BM, CD, R	CD, R	BM, CD, R	BM, HM, R	CD, DG, HM, R	BM, CD, R, CM, DG

R8	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	CD, R	BM, CD	CD, R	BM, CD, R	BM, HM, R	CD, HM, R, DG	BM, DG, CD, R, CM
R9	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	R	BM, CD, R	CD, R	BM, CD, R	BM, CD, HM, R	CD, DG, HM, R	BM, DG, CD, R, CM
R10	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.	R	CD, R	CD	CD, R	BM, HM, R	CD, HM, R	BM, CD, R, CM
R11	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.	R	CD, R	CD, R	CD, R	BM, CD, HM, R	CD, HM, R	BM, CD, R, CM
<b>Respectful relationships</b>		<b>Years</b>						
		<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
R12	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.	BM, CD	BM, CD, DG, R	BM, CD, DG, R	BM, CD, DG, R	BM, CD, DG, HM, R	BM, CD, DG, HM, R	BM, CD, DG, R, CM
R13	practical steps they can take in a range of different contexts to improve or support respectful relationships.	BM, R	BM, CD, R	BM, CD, DG	BM, CD, DG, R	BM, DG, HM, R	BM, CD, HM, R	BM, CD, DG, R, CM
R14	the conventions of courtesy and manners	BM, CD, R	BM, CM	BM, CD, DG	BM, CD, DG	BM, DG, R	BM, HM, R	CD, CM
R15	the importance of self-respect and how this links to their own happiness	BM, CD	R, CM	BM, DG, CM	CD, DG	CD, HM	BM, CD, DG, HM, R	BM, CD, DG, HM, R, CM
R16	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.	BM, CD, DG, R	BM, CD, DG, R, CM	BM, CD, DG, R	BM, CD, DG, R	BM, CD, DG, HM, R	BM, CD, DG, HM, R	BM, CD, DG, HM, R, CM
R17	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.	R	CD	CD	CD	CD	CD, HM, R	CD, R
R18	what a stereotype is, and how stereotypes can be unfair, negative or destructive.			CD,	R, CM		CD, DG, HM, R	CD, DG, HM, R, CM

R19	the importance of permission-seeking and giving in relationships with friends, peers and adults.	CD, R	R, CM	BM, CD, DG, R, CM	BM, DG	BM, DG, HM, R	BM, HM, R	BM, CD, HM, R, CM
<b>Online relationships</b>		<b>Years</b>						
		<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
R20	that people sometimes behave differently online, including by pretending to be someone they are not.			CD, R	BM, CD, HM, R	BM, CD, HM	HM,R	CD, R, CM
R21	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.			CD	BM, CD, HM, R	CD, HM	HM,R	CD, R, CM
R22	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.			CD, R	HM, R	BM, CD, HM	HM,R	CD, R, CM
R23	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.				BM, CD, HM, R	CD, HM	HM,R	CD, R, CM
R24	how information and data is shared and used online.				CD, HM, R	HM	HM,R, CM	R, CM
<b>Being safe</b>		<b>Years</b>						
		<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
R25	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	BM, CD	CD, R, CM	BM, CD, R, CM	BM, CD, HM, CM	BM, CD, HM, R, CM	CD, HM, R, CM	BM, CD, HM, R, CM
R26	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.		CM	R, CM	HM, CM	CD, CM	CD, HM, R, CM	CD, HM, R, CM
R27	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	BM	R, CM	R, CM	CM	CM	CD, HM, R, CM	HM, R, CM
R28	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	HM	R	R	HM		R	HM, R, CM
R29	how to recognise and report feelings of being unsafe or feeling bad about any adult.	CM, CD	CD, CM	BM, CD, R, CM	HM, CM	HM, CM	R	HM, R, CM

R30	how to ask for advice or help for themselves or others, and to keep trying until they are heard,	CD	CD, R	BM, R, CM	CD, HM	CD, HM, R	CD, HM, R, CM	BM, CD, HM, R, CM
R31	how to report concerns or abuse, and the vocabulary and confidence needed to do so.		CD	CD, R, CM	CD, HM	CD, HM	CD, HM, R, CM	BM, CD, HM, R, CM
R32	where to get advice e.g. family, school and/or other sources.		CD, R, CM	BM, CD, CM, HM, R	BM, CD, HM, CM	CD, HM, R, CM	CD, HM, R, CM	BM, CD, HM, R, CM

Physical health and mental wellbeing		Years						
		R	1	2	3	4	5	6
H1	that mental wellbeing is a normal part of daily life, in the same way as physical health.		HM	HM		HM	CD, DG, HM, R, CMC	BM, DG, HM, R, CM
H2	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.	BM, CM	BM, CD, DG, HM, R, CM					
H3	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	CM, BM	BM, CD, DG, HM, R, CM					
H4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	BM, CM	BM, DG		CD, DG	CD, HM, R, CM	CD, HM, R	BM, CD, HM, R, CM
H5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	HM	DG, HM	CD, DG	HM		DG, HM, R, CM	DG, HM, R, CM
H6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	HM	DG, HM	HM	HM	R	HM, R, CM	HM, R, CM
H7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	BM, R	BM, CD	HM	CD	CD, R	BM, CD, DG, HM, R	CD, DG, HM, R
H8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	R	CD	DG	CD, HM	CD	CD, HM, R, CM	CD, R

H9	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).	BM, CM	CD, HM	DG	CD, HM	CD, R	BM, CD, HM, R, CM	CD, HM, DG, R, CM
H10	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.					R	BM, CD, HM, R, CM	CD, DG, HM, R, CM
<b>Internet safety and harms</b>		<b>Years</b>						
		<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
H11	that for most people the internet is an integral part of life and has many benefits.			CD	CD, HM, R	BM, CD	HM, R, CM	CD, R, CM
H12	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.			CD	HM, R	BM, CD, DG	HM, R, CM	CD, R, CM
H13	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			CD	CD, HM, R	BM, CD, HM	HM, R	CD, R, CM
H14	why social media, some computer games and online gaming, for example, are age restricted.				CD, HM, R	BM	R, CM	R, CM
H15	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.			CD, R	CD, HM, R	BM, CD, DG, HM	HM, R, CM	CD, R, CM
H16	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.				CD, HM, R	BM	HM, R, CM	CD, R, CM
H17	where and how to report concerns and get support with issues online.			DG	HM, R	BM, CD, HM	HM, R, CM	CD, R, CM
<b>Physical health and fitness</b>		<b>Years</b>						
		<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
H18	the characteristics and mental and physical benefits of an active lifestyle	HM	DG	HM	HM		HM, CM	HM, R, CM

H19	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.	HM	DG	HM	HM		CM	HM
H20	the risks associated with an inactive lifestyle (including obesity).	HM	DG	HM	HM		R, CM	HM
H21	how and when to seek support including which adults to speak to in school if they are worried about their health.			HM	HM	HM	HM, R, CM	CD, HM
<b>Healthy eating</b>								
		<b>Years</b>						
		<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
H22	what constitutes a healthy diet (including understanding calories and other nutritional content).	HM	HM	HM	HM		HM, CM	HM
H23	the principles of planning and preparing a range of healthy meals.	HM	HM	HM	HM		HM, CM	HM
H24	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).	HM	HM	HM	HM		HM, CM	HM
<b>Drugs, alcohol and tobacco</b>								
		<b>Years</b>						
		<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
H25	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.		HM (medicine safety)	HM (medicine safety)	HM	HM	HM	HM
<b>Health and prevention</b>								
		<b>Years</b>						
		<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
H26	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body					HM, CM		HM
H27	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		HM		HM			HM
H28	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	HM	HM	HM	HM		R	HM

H29	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.		HM	HM	HM			HM
H30	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		HM		CM	CM	R	HM, CM
H31	the facts and science relating to immunisation and vaccination							HM
<b>Basic first aid</b>								
<b>Basic first aid</b>		<b>Years</b>						
		<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
H32	how to make a clear and efficient call to emergency services if necessary				HM		HM	
H33	concepts of basic first-aid, for example dealing with common injuries, including head injuries.						HM	
<b>Changing adolescent body</b>								
<b>Changing adolescent body</b>		<b>Years</b>						
		<b>R</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
H34	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	CM (naming body parts)	CM (naming body parts)		CM (introducing puberty)	CM (Recap on puberty and introduction to conception)	CM	CM
H35	about menstrual wellbeing including the key facts about the menstrual cycle.		CM (naming body parts)		CM (introducing puberty)	CM (Recap on puberty &introduction to conception)	CM	CM

### 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	