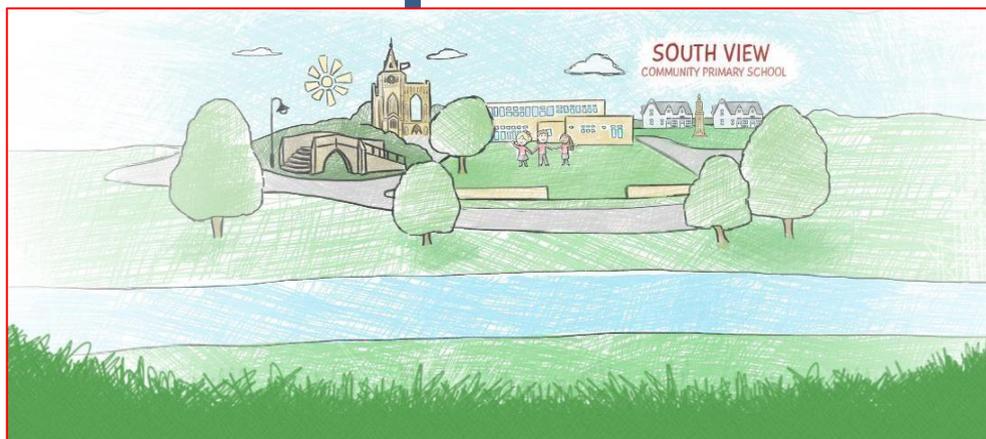




South View Community Primary School

RSE Policy

Last reviewed: April 2025
Reviewed by: Standards
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April 2026
Advisory
School Policy



RSE at South View Community Primary School

South View Community Primary School recognises Relationships and Sex Education (RSE) as a vital component of the broader Personal, Social, Health and Economic (PSHE) and Citizenship curriculum, with strong links to the Science curriculum. Our aim is to provide pupils with a thoughtfully planned programme covering human development, relationships, sexuality, and family life, delivered within a safe and supportive learning environment. The teaching is underpinned by a moral framework and is appropriately tailored to reflect the age and maturity of the pupils. This policy is aligned with the Department for Education's statutory guidance on Relationships Education, RSE, and Health Education (February 2019). As of September 2020, the teaching of Relationships Education and Health Education is mandatory in all primary schools.

Aims of RSE Education at South View Primary School

We want our children: -

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses

Our Scheme of Work

The scheme of work we're following is based upon the PSHE Association Scheme of Work (Thematic Model) for Key Stages 1 and 2. (Please see Appendix 1). This has been adapted to meet the needs of the children at South View Community Primary School, with Learning Objectives mapped out to show progression of skills throughout the year (See Appendix 2).

Objectives

As stated in the guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (February 2019), part of RSE, pupils will be taught about the nature of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. At South View Community Primary School the curriculum is inclusive of all children with protected characteristics, and we ensure that we recognise and value everyone's individuality and uniqueness and celebrate this with pride. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

Teaching and Learning including delivery of the Curriculum

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum.

The scheme of work for RSE at South View Community Primary School maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school (see Appendix 2).

We also teach RSE through other subject areas (e.g. Science, PE and RE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

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

Science Curriculum

Early Years Foundation Stage children learn about life cycles and through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others. The scheme of work used at South View Community Primary school has also been adapted to support the teaching of appropriate and age-related RSE learning for pupils within EYFS.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- 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:

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

In Year 5 we place a particular emphasis on RSE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. Teachers do their best to answer all questions with sensitivity and care. Guidance is available for sensitive issues by the PSHE Association through our current membership. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy). Within the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance puberty is now part of Health Education and is statutory.

The Role of Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We wish to build a positive and supporting

relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's RSE policy and practice through the school's website
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school

Parents' Right to Withdraw from Sex Education

In accordance with the statutory guidance from the Department for Education (DfE), parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the school's Relationships and Sex Education (RSE) programme, with the exception of those elements which are part of the National Curriculum for Science.

It is important to note that in primary schools, the majority of RSE content focuses on relationships, personal development, and health education, which are compulsory for all pupils. However, the non-statutory elements of sex education—such as discussions about human reproduction beyond the science curriculum—are optional, and parents retain the right to withdraw their child from these specific aspects.

Process for Withdrawal

If a parent wishes to withdraw their child from the non-statutory elements of sex education:

1. **Written Request:** The parent or carer must submit a written request to the Headteacher, clearly stating which elements of the sex education curriculum they wish their child to be withdrawn from.
2. **Discussion with the School:** Upon receiving the request, the Headteacher will invite the parent to discuss their concerns and provide further information about the content and purpose of the RSE lessons. This discussion is an opportunity to ensure that the parent is fully informed and to address any questions they may have.

3. **Confirmation of Withdrawal:** Following the discussion, the school will confirm in writing the outcome of the request. If the parent still wishes to proceed, the school will make arrangements for the child to be withdrawn from the relevant lessons and provided with appropriate alternative activities during that time.

The school remains committed to working in partnership with parents and carers, recognising that they play a key role in teaching their children about relationships, health, and growing up. We encourage open communication and welcome parental involvement in the development and delivery of our RSE programme.

The Role of the Head of School

It is the responsibility of the Head of School to:

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

The Role of the School and Other Members of the Community

The school liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable

support with our sex education programme. Health professionals are expected to work within the school's RSE policy and on the instructions of the Head of School.

Language

As part of the Relationships and Sex Education (RSE) programme, children will be introduced to correct biological terminology at appropriate stages of their development. It is essential that pupils learn and understand the proper terms for body parts and functions to support accurate knowledge, personal safety, and confidence. During lessons, time will be taken to clarify which terms are acceptable and which are not, helping pupils to use language respectfully and appropriately. Following initial discussions, correct terminology will be used consistently throughout all teaching. This approach is further supported through the use of Knowledge Organisers, which reinforce key vocabulary and concepts in a clear and age-appropriate manner.

Pupils' Questions

Teachers will respond to pupils' questions about Relationships and Sex Education (RSE) in a sensitive, respectful, and age-appropriate manner. They will provide balanced, factual information that takes into account the diverse range of cultural and religious beliefs represented within the school community, while avoiding the promotion of any negative or biased views. Questions may arise both during direct teaching and at other times, and staff will handle these carefully, ensuring responses are set within a general and inclusive context. If a teacher is unsure how to respond to a particular question, they will consult with a senior member of staff and address the question at an appropriate later time. Consideration will always be given to the religious or cultural background of pupils and the known wishes of parents before answering sensitive questions. If a matter is discussed with a pupil on an individual basis, a clear and confidential record of the conversation will be maintained.

Harassment and Bullying

At our school, every pupil is entitled to learn in a safe, respectful, and supportive environment, free from fear and discrimination. We recognise that pupils come from a wide range of backgrounds, and we are committed to promoting inclusion and understanding of human difference as part of our Relationships and Sex Education (RSE) and wider curriculum. The use of discriminatory language is unacceptable and will not be tolerated. Where such language is used to harass or intimidate others, it will be treated as a serious incident and managed in accordance with the school's behaviour and discipline procedures. Through our teaching, we aim to foster respect, challenge prejudice, and help pupils understand and celebrate diversity, including differences in sexuality and family structure.

Visiting speakers

Any visiting speakers contributing to the delivery of Relationships and Sex Education (RSE) must be familiar with the school's RSE policy, which reflects the Governors' agreed approach to the teaching of sex and relationships. It is the responsibility of the school to ensure that the content delivered by external visitors aligns with the values, aims, and statutory requirements of the RSE curriculum. All sessions led by visiting speakers will be attended by a member of school staff who is familiar with the RSE policy, to ensure consistency, appropriateness, and to provide continuity in supporting pupils' learning. The school maintains full responsibility for the quality and safeguarding of all educational content delivered by external contributors.

Advising Parents/Carers

Parents and carers play a vital role in supporting their child's understanding of Relationships and Sex Education (RSE). Within Upper Key Stage 2, parents will be informed in advance, via letter, about any forthcoming sex education lessons. They will be given the opportunity to request further details about the content of these lessons and are welcome to view the teaching materials that will be used. To support transparency and parental engagement, the school offers an information evening for parents of pupils in Years 5 and 6, where lesson materials are shared and discussed. In addition, all RSE lesson objectives are made available on the school website and can also be provided upon request. This approach helps ensure that parents are well-informed and can support their child's learning with confidence.

Confidentiality

Teachers conduct Relationships and Sex Education (RSE) lessons in a sensitive, respectful, and age-appropriate manner, creating a safe environment for open discussion. However, it is important to note that absolute confidentiality cannot be guaranteed. If a pupil makes a disclosure or indicates that they are involved, or may become involved, in sexual activity, or if they disclose any form of abuse, the teacher will treat this as a serious child protection matter. In such cases, the teacher will speak to the pupil as a matter of urgency and report the concern to the Designated Safeguarding Lead (DSL) or the Head Teacher, in line with the school's safeguarding procedures. While confidentiality will be respected as far as possible, the school has a legal duty to act in the best interests of the child. Wherever possible, pupils will be encouraged to speak to their parents or carers for support. If confidentiality needs to be broken, the pupil will be informed first and offered appropriate support throughout the process by the designated safeguarding staff.

Children with Special Educational Needs and Disabilities (SEND)

The school is committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), have access to high-quality Relationships and Sex Education (RSE) that is appropriate to their individual needs and developmental stage. We recognise that children with SEND may require additional support, differentiated resources, or adapted teaching strategies to fully access the RSE curriculum. Teaching will be sensitive, inclusive, and respectful, ensuring that all pupils are able to engage meaningfully with the content and develop a secure understanding of relationships, personal boundaries, and their own health and wellbeing. The school works closely with parents, carers, and specialist staff to ensure that the delivery of RSE is accessible, relevant, and supportive of every child's learning and personal development.

Equal Opportunities

At our school, Relationships and Sex Education (RSE) is delivered in a way that ensures equality of access and opportunity for all pupils, regardless of their background, beliefs, gender, sexual orientation, family structure, or ability. We are committed to promoting a culture of respect, inclusion, and acceptance, where diversity is valued and celebrated. RSE is taught in a manner that is sensitive to the needs of all children and free from discrimination, in line with the Equality Act 2010. The curriculum reflects the lived experiences of all pupils and aims to foster understanding, empathy, and positive relationships. Materials and teaching approaches are carefully selected to ensure that they are inclusive, age-appropriate, and promote equality and mutual respect.

Monitoring and Evaluation

The implementation and effectiveness of the Relationships and Sex Education (RSE) curriculum are regularly monitored and evaluated to ensure it meets the needs of all pupils and remains in line with statutory guidance. Monitoring is carried out through a combination of lesson observations, planning and resource reviews, pupil voice, and staff feedback. The RSE lead, in collaboration with senior leadership, is responsible for overseeing the quality of delivery and assessing the impact of the programme. Evaluation findings are used to inform future planning, staff training needs, and curriculum development. Governors are kept informed of the delivery and impact of RSE as part of the school's wider personal, social, health and economic (PSHE) education provision.

Complaints Procedure

Any complaints or concerns regarding the Relationships and Sex Education (RSE) programme should be made in accordance with the school's complaints procedure. In the first instance, concerns should be directed to the Head of School, who will seek to resolve the matter promptly and informally where possible. If the issue cannot be resolved at this stage, the formal complaints process may be followed as

outlined in the school's Complaints Policy. The school values open communication with parents and carers and is committed to addressing concerns respectfully and in a timely manner.

Resources

The teaching of Relationships and Sex Education (RSE), as well as the broader Personal, Social, Health and Economic (PSHE) curriculum, is supported by a range of high-quality, age-appropriate resources. These include materials from the PSHE Association, Betty Education, and KAPOW, all of which are carefully selected to ensure they align with statutory guidance and reflect the values of our school. These resources also contribute to the continuing professional development (CPD) of staff, ensuring confident and effective delivery of the curriculum. In addition, the PSHE Association website provides accessible information and guidance to support parents and pupils in understanding the content and purpose of RSE, helping to strengthen the partnership between home and school.

Dissemination

This Relationships and Sex Education (RSE) policy is shared with all members of the school community to ensure transparency and understanding of the aims, content, and delivery of the RSE curriculum. The policy is available to parents, carers, and other stakeholders via the school website and in hard copy upon request. Staff are made aware of the policy during induction and through regular training updates, ensuring consistency in the approach to RSE across the school. Governors also review and approve the policy as part of their role in monitoring the school's personal development provision. Regular communication with parents supports ongoing engagement and reinforces the partnership between home and school in supporting pupils' learning and wellbeing.

Further Policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding policy
- Anti-bullying policy and procedures
- Confidentiality procedures
- PSHE Policy

Appendix I: PSHE Association Scheme of Work (Thematic Model) for Key Stages 1 and 2 LTP.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 2:



PSHE and RSE: Learning Objectives Document South View Primary School

The following document outlines the spiral curriculum for PSHE and RSE at South View Community Primary School. This curriculum is organised into progressive units that build on pupils' knowledge and understanding year by year. Each unit is carefully structured and clearly divided by year group to ensure age-appropriate content is delivered in a coherent and developmental sequence. This approach allows key themes to be revisited and explored in greater depth as children move through the school, supporting their personal, social, emotional, and health development in a consistent and meaningful way.

The curriculum is reviewed regularly and may be subject to change each year to reflect the specific needs of the cohort, through collaboration with teachers, parents, and carers.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships (Autumn Term)						
Families and Friendships						
<p>To begin to recognise strategies to build constructive and respectful relationships.</p> <p>To recognise special people in their life. To talk about members of their immediate family and community.</p> <p>To know about the lives of people around them and their roles in society e.g. teachers, firefighters, doctors etc.</p> <p>To recognise ways to be kind and how to be a good friend to others.</p> <p>To know who they can talk to if they are worried about something.</p>	<p>To understand the role about people who care for them and the role they play (e.g. <i>parents, siblings, grandparents, relatives' friends, doctors and teachers.</i>)</p> <p>To know what it means to be a family and how families are different, e.g. single parents, same-sex parents etc.</p> <p>To understand about the importance of telling someone — and how to tell them — if they are worried about something in their family.</p>	<p>To recognise how to be a good friend, e.g. kindness, listening, honesty.</p> <p>To know about the different ways that people meet and make friends.</p> <p>To develop strategies for positive play with friends, e.g. joining in, including others, etc.</p> <p>To understand about what causes arguments between friends</p> <p>To know how to positively resolve arguments between friends.</p> <p>To know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else.</p>	<p>To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents.</p> <p>To understand that being part of a family provides support, stability and love.</p> <p>To know about the positive aspects of being part of a family, such as spending time together and caring for each other.</p> <p>To understand about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty To identify if/when something in a family might make someone upset or worried. To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe</p>	<p>To know about the features of positive healthy friendships such as mutual respect, trust and sharing interests.</p> <p>To understand strategies to build positive friendships.</p> <p>To know how to seek support with relationships if they feel lonely or excluded.</p> <p>To know how to communicate respectfully with friends when using digital devices.</p> <p>To recognise how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know.</p> <p>To know what to do or whom to tell if they are worried about any contact online.</p>	<p>To recognise what makes a healthy friendship and how they make people feel included.</p> <p>To recognise strategies to help someone feel included.</p> <p>To understand about peer influence and how it can make people feel or behave.</p> <p>To understand the impact of the need for peer approval in different situations, including online.</p> <p>To recognise strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication.</p> <p>To know that it is common for friendships to experience challenges.</p> <p>To recognise strategies to positively resolve disputes and reconcile differences in friendships.</p> <p>To know that friendships can change over time and the benefits of having new and different types of friends.</p> <p>To know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable.</p> <p>To understand when and how to seek support in relation to friendships.</p>	<p>To know what it means to be attracted to someone and different kinds of loving relationships.</p> <p>To understand that people who love each other can be of any gender, ethnicity or faith.</p> <p>To know about the qualities of healthy relationships that help individuals flourish.</p> <p>The recognise the ways in which couples show their love and commitment to one another, including those who are not married or who live apart.</p> <p>To know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults.</p> <p>To understand that people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal.</p> <p>To know how and where to report forced marriage or ask for help if they are worried.</p>
Safe Relationships						
<p>To understand why it is important to work and play cooperatively and take turns with others.</p> <p>To understand that their body belongs to them. (PANTS)</p> <p>To know about privacy and the importance of this e.g toilet doors being closed etc.</p>	<p>To explore about situations when someone's body or feelings might be hurt and whom to go to for help.</p> <p>To know about what it means to keep something private, including parts of the body that are private.</p> <p>To be able to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches).</p> <p>To know how to respond if being touched makes them feel uncomfortable or unsafe.</p> <p>To understand when it is important to ask for permission to touch others.</p>	<p>To understand how to recognise hurtful behaviour, including online.</p> <p>To know what to do and whom to tell if they see or experience hurtful behaviour, including online.</p> <p>To know what bullying is and the different types of bullying.</p> <p>To know how someone may feel if they are being bullied.</p> <p>To understand about the difference between happy surprises and secrets that make them feel uncomfortable or worries and how to get help.</p> <p>To know how to resist pressure to do something that feels uncomfortable or unsafe.</p>	<p>To understand what is appropriate to share with friends, classmates, family and wider social groups, including online.</p> <p>To know about what privacy and personal boundaries are, including online.</p> <p>To understand basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision.</p> <p>To know that bullying and hurtful behaviour is unacceptable in any situation.</p> <p>To understand about the effects and consequences of bullying for the people involved.</p> <p>To know about bullying online, and the similarities and differences to face-to-face bullying.</p>	<p>To know how to differentiate between playful teasing, hurtful behaviour and bullying. To understand how to respond if they witness or experience hurtful behaviour or bullying, including online.</p> <p>To recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable.</p> <p>To know how to manage pressures associated with dares.</p> <p>To recognise when it is right to keep or break a confidence or share a secret.</p> <p>To know how to recognise risks online such as harmful content or contact.</p>	<p>To recognise and identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.</p> <p>To know how to ask for, give and not give permission for physical contact.</p> <p>To recognise how it feels in a person's mind and body when they are uncomfortable.</p> <p>To know that it is never someone's fault if they have experienced unacceptable contact.</p> <p>To understand how to respond to unwanted or unacceptable physical contact.</p> <p>To know that no one should ask them to keep a secret that makes them feel uncomfortable or try to</p>	<p>To be able to compare the features of a healthy and unhealthy friendship.</p> <p>To understand about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong.</p> <p>To recognise strategies to respond to pressure from friends including online.</p> <p>To know how to assess the risk of different online 'challenges' and 'dares'.</p> <p>To know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable.</p>

	To know how to ask for and give/not give permission to touch others.	To understand how to ask for help if they feel unsafe or worries and what vocabulary to use.	To understand what to do and whom to tell if they see or experience bullying or hurtful behaviour.	To recognise how people may behave differently online including pretending to be someone they are not. To know how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online including online	persuade them to keep a secret they are worried about. To know whom to tell if they are concerned about unwanted physical contact	To understand how to get advice and report concerns about personal safety, including online. To understand what consent means and how to seek and give/not give permission in different situations.
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Respecting ourselves and others

<p>To continue to develop positive attitudes about the differences between people To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To show an interest in different occupations.</p> <p>To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>To know what kind and unkind behaviour mean in and out school. To understand how kind and unkind behaviour can make people feel. To explore what respect means.</p> <p>To know about class rules, being polite to others, sharing and taking turns.</p>	<p>To know about the things they have in common with their friends, classmates, and other people. To understand how friends can have both similarities and differences. To know how to play and work cooperatively in different groups and situations.</p> <p>To understand how to share their ideas and listen to others, take part in discussions and give reasons for their views.</p>	<p>To recognise respectful behaviours e.g. helping or including others, being responsible. To know how to model respectful behaviour in different situations e.g. at home, at school, online.</p> <p>To understand the importance of self-respect and their right to be treated respectfully by others. To know what it means to treat others, and be treated, politely To recognise the ways in which people show respect and courtesy in different cultures and in wider society.</p>	<p>To recognise differences between people such as gender, race, faith. To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations about the importance of respecting the differences and similarities between people. To develop a vocabulary to sensitively discuss difference and include everyone.</p>	<p>To recognise that everyone should be treated equally. To know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>To understand what discrimination means and different types of discrimination e.g. racism, sexism, homophobia. To recognise and identify online bullying and discrimination of groups or individuals e.g. trolling and harassment. To know the impact of discrimination on individuals, groups and wider society.</p> <p>To understand ways to safely challenge discrimination. To know how to report discrimination online.</p>	<p>To understand about the link between values and behaviour and how to be a positive role model.</p> <p>To know how to discuss issues respectfully. To understand how to listen to and respect other points of view.</p> <p>To recognise how to constructively challenge points of view they disagree with. To recognise ways to participate effectively in discussions online and manage conflict or disagreements.</p>
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Living in the Wider World (Spring Term)

Belonging to a Community

<p>To talk about members of their immediate family and community.</p> <p>To explain the reasons for rules, recognising right from wrong.</p>	<p>To know about examples of rules in different situations, e.g. class rules, rules at home, rules outside.</p> <p>To understand that different people have different needs. To recognise how we care for people, animals and other living things in different ways.</p>	<p>To know about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups.</p> <p>To know about different rights and responsibilities that they have in school and the wide community.</p>	<p>To know the reasons for rules and laws in wider society. To understand the importance of abiding by the law and what might happen if rules and laws are broken.</p> <p>To understand what human rights are and how they protect people.</p>	<p>To understand the meaning and benefits of living in a community. To recognise that they belong to different communities as well as the school community. To know about the different groups that make up and contribute to a community.</p>	<p>To understand the importance of protecting the environment and how everyday actions can either support or damage it To understand how to show compassion for the environment, animals and other living things.</p>	<p>To know what prejudice means. To differentiate between prejudice and discrimination. To understand how to recognise acts of discrimination.</p> <p>To recognise strategies to safely respond to and challenge discrimination.</p>
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<p>To talk about the how to look after the environment around them, e.g litter picking, recycling etc.</p>	<p>To understand how they can look after the environment, e.g. recycling.</p>	<p>To understand about how a community can help people from different groups to feel included. To recognise that they are all equal, and ways in which they are the same and different to others in their community.</p>	<p>To identify basic examples of human rights including the rights of children. To know about how they have rights and also responsibilities. To understand that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn.</p>	<p>To know about the individuals and groups that help the local community, including through volunteering and work. To understand how to show compassion towards others in need and the shared responsibilities of caring for them.</p>	<p>To know about the way that money is spent and how it affects the environment. To express their own opinions about their responsibility towards the environment</p>	<p>To know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups. To know how stereotypes are perpetuated and how to challenge this.</p>
Media Literacy and Digital Resilience						
<p>To understand basic e-Safety rules and the importance of adult supervision.</p>	<p>To know how and why people use the internet. To understand the benefits of using the internet and digital devices. To know how people, find things out and communicate safely with others online.</p>	<p>To recognise the ways in which people can access the internet e.g. phones, tablets, computers. To recognise the purpose and value of the internet in everyday life. To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos. To know that information online might not always be true.</p>	<p>To understand how the internet can be used positively for leisure, for school and for work. To recognise that images and information online can be altered or adapted and the reasons for why this happens. To explore strategies to recognise whether something they see online is true or accurate. To evaluate whether a game is suitable to play or a website is appropriate for their age-group. To be able to make safe, reliable choices from search results. To know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication.</p>	<p>To understand that everything shared online has a digital footprint. To know that organisations can use personal information to encourage people to buy things. To recognise what online adverts look like. To compare content shared for factual purposes and for advertising. To recognise why people might choose to buy or not buy something online e.g. from seeing an advert To know that search results are ordered based on the popularity of the website and that this can affect what information people access..</p>	<p>To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise. To understand basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased. To know that some media and online content promote stereotypes. To recognise how to assess which search results are more reliable than others. To recognise unsafe or suspicious content online. To understand how devices store and share information.</p>	<p>To know about the benefits of safe internet use e.g. learning, connecting and communicating. To understand how and why images online might be manipulated, altered, or faked. To know how to recognise when images might have been altered. To understand why people choose to communicate through social media and some of the risks and challenges of doing so. To know that social media sites have age restrictions and regulations for use. To understand the reasons why some media and online content is not appropriate for children. To know how online content can be designed to manipulate people's emotions and encourage them to read or share things. To know about sharing things online, including rules and laws relating to this. To know how to recognise what is appropriate to share online. To understand how to report inappropriate online content or contact.</p>
Money and Work						
<p>To explore different working roles within the local community e.g. firefighters, doctors etc.</p>	<p>To understand that everyone has different strengths, in and out of school. To know about how different strengths and interests are needed to do different jobs. To know about people whose job it is to help us in the community. To understand about different jobs and the work people do.</p>	<p>To understand about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments. To know money can be kept and looked after. To know about getting, keeping and spending money. To understand that people are paid money for the job they do.</p>	<p>To know about jobs that people may have from different sectors e.g. teachers, business people, charity work. To understand that people can have more than one job at once or over their lifetime. To understand about common myths and gender stereotypes related to work. To challenge stereotypes through examples of role models in</p>	<p>To know how people make different spending decisions based on their budget, values and needs. To understand how to keep track of money and why it is important to know how much is being spent. To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them. To know that how people spend money can have positive or</p>	<p>To identify jobs that they might like to do in the future. To know about the role ambition can play in achieving a future career. To understand how or why someone might choose a certain career. To understand about what might influence people's decisions about a job or career, including pay, working conditions, personal</p>	<p>To know about the role that money plays in people's lives, attitudes towards it and what influences decisions about money. To understand about value for money and how to judge if something is value for money. To know how companies encourage customers to buy things and why it is important to be a critical consumer.</p>

		<p>To recognise the difference between needs and wants.</p> <p>To know how people make choices about spending money, including thinking about needs and wants.</p>	<p>different fields of work e.g. women in STEM.</p> <p>To know about some of the skills needed to do a job, such as teamwork and decision-making.</p> <p>To recognise their interests, skills and achievements and how these might link to future jobs.</p> <p>To know how to set goals that they would like to achieve this year e.g. learn a new hobby.</p>	<p>negative effects on others e.g. charities, single use plastics</p>	<p>interests, strengths and qualities, family, values.</p> <p>To recognise the importance of diversity and inclusion to promote people's career opportunities.</p> <p>To know about stereotyping in the workplace, its impact and how to challenge it.</p> <p>To know that there is a variety of routes into work e.g. college, apprenticeships, university, training.</p>	<p>To understand how having or not having money can impact on a person's emotions, health and wellbeing.</p> <p>To know about common risks associated with money, including debt, fraud and gambling.</p> <p>To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk.</p> <p>To understand how to get help if they are concerned about gambling or other financial risks.</p>
Health and Wellbeing (Summer Term)						
Physical Health and Mental Wellbeing						
<p>To know and talk about the different factors that support their overall health and wellbeing including physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian.</p> <p>To know that there are people who can help us in our day to day lives e.g., doctors, dentists etc.</p>	<p>To know what it means to be healthy and why it is important.</p> <p>To recognise ways to take care of themselves on a daily basis.</p> <p>To understand about basic hygiene routines, e.g. hand washing.</p> <p>To know about healthy and unhealthy foods, including sugar intake.</p> <p>To know about physical activity and how it keeps people healthy.</p> <p>To understand about different types of play, including balancing indoor, outdoor and screen-based play.</p> <p>To recognise people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors.</p> <p>To know how to keep safe in the sun.</p>	<p>To know about routines and habits for maintaining good physical and mental health.</p> <p>To understand why sleep and rest are important for growing and keeping healthy.</p> <p>To recognise that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies.</p> <p>To know the importance of, and routines for, brushing teeth and visiting the dentist.</p> <p>To know about food and drink that affect dental health.</p> <p>To recognise how to describe and share a range of feelings.</p> <p>To explore ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others.</p> <p>To know how to manage big feelings including those associated with change, loss and bereavement.</p> <p>To recognise when and how to ask for help, and how to help others, with their feelings.</p>	<p>To understand about the choices that people make in daily life that could affect their health.</p> <p>To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep).</p> <p>To understand what is meant by a healthy, balanced diet including what foods should be eaten, regularly or just occasionally.</p> <p>To know that regular exercise such as walking or cycling has positive benefits for their mental and physical health.</p> <p>To know what can help people to make healthy choices and what might negatively influence them.</p> <p>To know about habits and that sometimes they can be maintained, changed or stopped.</p> <p>To understand the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle.</p> <p>To know about the things that affect feelings both positively and negatively.</p> <p>To recognise strategies to identify and talk about their feelings.</p> <p>To know about some of the different ways people express feelings e.g. words, actions, body language.</p> <p>To recognise how feelings can change overtime and become more or less powerful</p>	<p>To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally.</p> <p>To understand what good physical health means and how to recognise early signs of physical illness.</p> <p>To know that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary.</p> <p>To understand how to maintain oral hygiene and dental health, including how to brush and floss correctly.</p> <p>To know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p>	<p>To recognise how sleep contributes to a healthy lifestyle.</p> <p>To know healthy sleep strategies and how to maintain them.</p> <p>To understand about the benefits of being outdoors and in the sun for physical and mental health.</p> <p>To know how to manage risk in relation to sun exposure, including skin damage and heat stroke.</p> <p>To understand how medicines can contribute to health and how allergies can be managed.</p> <p>To know that some diseases can be prevented by vaccinations and immunisations.</p> <p>To understand that bacteria and viruses can affect health.</p> <p>To recognise how they can prevent the spread of bacteria and viruses with everyday hygiene routines.</p> <p>To recognise the shared responsibility of keeping a clean environment.</p>	<p>To know that mental health is just as important as physical health and that both need looking after.</p> <p>To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support.</p> <p>To know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing.</p> <p>To recognise positive strategies for managing feelings.</p> <p>To know that there are situations when someone may experience mixed or conflicting feelings.</p> <p>To understand how feelings can often be helpful, whilst recognising that they sometimes need to be overcome.</p> <p>To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available.</p> <p>To identify where they and others can ask for help and support with mental wellbeing in and outside school.</p> <p>To understand the importance of asking for support from a trusted adult.</p> <p>To know about the changes that may occur in life including death, and how these can cause conflicting feelings.</p> <p>To understand that changes can mean people experience feelings of loss or grief.</p>

						<p>To understand about the process of grieving and how grief can be expressed.</p> <p>To know about strategies that can help someone cope with the feelings associated with change or loss.</p> <p>To identify how to ask for help and support with loss, grief or other aspects of change.</p> <p>To know how balancing time online with other activities helps to maintain their health and wellbeing.</p> <p>To recognise strategies to manage time spent online and foster positive habits e.g. switching phone off at night.</p> <p>To understand what to do and whom to tell if they are frightened or worried about something they have seen online.</p>
Growing and Changing						
<p>To see themselves as a valuable individual.</p> <p>To identify their own strengths.</p> <p>To express their feelings and consider the feelings of others.</p> <p>To identify and moderate their own feelings socially and emotionally.</p> <p>To consider and think about the perspectives of others.</p>	<p>To recognise what makes them special and unique including their likes, dislikes and what they are good at.</p> <p>To understand how they are the same and different to others.</p> <p>To know how to manage and whom to tell when finding things difficult, or when things go wrong.</p> <p>To understand about different kinds of feelings.</p> <p>To know how to recognise feelings in themselves and others.</p> <p>To understand how feelings can affect how people behave.</p>	<p>To know about the human life cycle and how people grow from young to old.</p> <p>To identify and name the main parts of the body including external genitalia (e.g. vagina, penis).</p> <p>To know about change as people grow up, including new opportunities and responsibilities.</p> <p>To recognise the skills in preparing to move to a new class and setting goals for next year.</p>	<p>To understand that everyone is an individual and has unique and valuable contributions to make.</p> <p>To recognise how strengths and interests form part of a person's identity.</p> <p>To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</p> <p>To understand how to identify their own personal strengths and interests and what they're proud of (in school, out of school).</p> <p>To recognise common challenges to self -worth e.g. finding school work difficult, friendship issues.</p> <p>To understand basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at and trying again.</p>	<p>To know how to identify external genitalia and reproductive organs.</p> <p>To know about the physical and emotional changes during puberty.</p> <p>To know key facts about the menstrual cycle and menstrual wellbeing</p> <p>To recognise strategies to manage the changes during puberty including menstruation.</p> <p>To know the importance of personal hygiene routines during puberty including washing regularly and using deodorant.</p> <p>To recognise how to discuss the challenges of puberty with a trusted adult.</p> <p>To know how to get information, help and advice about puberty.</p>	<p>To know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes.</p> <p>To know how to recognise, respect and express their individuality and personal qualities.</p> <p>To know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.</p> <p>To recognise ways to boost their mood and improve emotional wellbeing.</p> <p>To know about the link between participating in interests, hobbies and community groups and mental wellbeing.</p>	<p>To recognise some of the changes as they grow up e.g. increasing independence.</p> <p>To know about what being more independent might be like, including how it may feel.</p> <p>To know about the transition to secondary school and how this may affect their feelings.</p> <p>To know about how relationships may change as they grow up or move to secondary school.</p> <p>To recognise practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</p> <p>To identify the links between love, committed relationships and conception.</p> <p>To know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults.</p> <p>To understand how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.</p> <p>To know that pregnancy can be prevented with contraception.</p>

						To know about the responsibilities of being a parent or carer and how having a baby changes someone's life.
Keeping Safe						
<p>To recognise the basic rules for eSafety.</p> <p>To explain the reasons for rules, know right from wrong and try to behave accordingly .</p>	<p>To understand how rules can help to keep us safe. To recognise why some things have age restrictions, e.g. TV and film, games, toys or play areas.</p> <p>To know basic rules for keeping safe online. To know whom to tell if they see something online that makes them feel unhappy, worried, or scared.</p>	<p>To know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines.</p> <p>To recognise how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'.</p> <p>To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger.</p> <p>To know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products.</p> <p>To understand about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel.</p> <p>To know how to respond if there is an accident and someone is hurt.</p> <p>To recognise whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.</p>	<p>To know how to identify typical hazards at home and in school.</p> <p>To know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen.</p> <p>To know about fire safety at home including the need for smoke alarms. To recognise the importance of following safety rules from parents and other adults.</p> <p>To know how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety.</p>	<p>To understand the importance of taking medicines correctly and using household products safely.</p> <p>To recognise what is meant by a 'drug'.</p> <p>To understand that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing.</p> <p>To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects. To identify some of the risks associated with drugs common to everyday life. To understand that for some people using drugs can become a habit which is difficult to break. To know how to ask for help or advice</p>	<p>To identify when situations are becoming risky, unsafe or an emergency.</p> <p>To identify occasions where they can help take responsibility for their own safety. To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour.</p> <p>To understand how to deal with common injuries using basic first aid techniques. To know how to respond in an emergency, including when and how to contact different emergency services.</p>	<p>To know how to protect personal information online. To identify potential risks of personal information being misused.</p> <p>To recognise strategies for dealing with requests for personal information or images of themselves. To identify types of images that are appropriate to share with others and those which might not be appropriate. To understand that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be. To know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others. To know how to report the misuse of personal information or sharing of upsetting content/ images online.</p> <p>To know about the different age rating systems for social media, T.V, films, games and online gaming. To understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play.</p> <p>To know about the risks and effects of different drugs. To understand the laws relating to drugs common to everyday life and illegal drugs. To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs. To know about the organisations where people can get help and support concerning drug use. To know how to ask for help if they have concerns about drug use.</p>

							To understand about mixed messages in the media relating to drug use and how they might influence opinions and decisions.
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