



Ashby Hastings Primary School

"Inspiring minds to foster confidence"

Relationships and Sex Education (RSE) Policy

Adopted by Ashby Hastings Primary School on:	Date: 7 th February 2024
This policy will be reviewed	As policies, procedures and regulations are updated.
Version	2.0

Contents

Section 1

The Context of our RSE Policy

- a) Our Shared Beliefs about RSE
- b) Entitlements
- c) The Wider Agenda

Section 2

Our RSE Policy

- a) Introduction
- b) Our Aims for RSE
- c) Delivering Our RSE Curriculum
- d) Responsibilities for Curriculum Delivery and Policy Implementation
- e) Teaching Methodologies
- f) Inclusion
- g) Resources
- h) Use of Visitors to Support RSE
- i) Confidentiality
 - 1) Safeguarding and Child Protection
 - 2) Sexually Active Pupils
- j) Staff Training
- k) Role of Governors
- l) Pupil Participation
- m) Working with Parents/Carers and our School Community
- n) Monitoring, Evaluating and Reviewing Our RSE Policy

Appendices

Appendix A

The Curriculum for RSE for Ashby Hastings Primary School.

Appendix B

- 1 Statutory Guidance on Relationships and Health Education for Primary Schools (taken from DfE 2019)
- 2 Guidance on Sex Education for Primary Schools (taken from DfE 2019)

Section 1

The Context of our Relationships and Sex Education Policy

a) Our Shared Beliefs about RSE

We believe RSE is learning about emotional, social and physical aspects of growing up and about ourselves and our relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships and staying safe, both on and off line. It should equip young people with information about the body, reproduction, sex, sexuality and sexual health. It will help young people to develop skills to keep themselves and others safer, both physically and emotionally. RSE will enable young people to explore their own attitudes and those of others respectfully.

b) Entitlements

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content of their RSE programme.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

c) The Wider Agenda

RSE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our RSE Policy contributes to meeting local and national priorities as described in strategies such as:

[Forthcoming statutory status of RSE and Health Education](#) Autumn 2020

[Sexual Health Enquiry – Health and Social Care Committee](#) Oct 2018

[Sexual Health Improvement Framework](#) 2013

[Transforming Children and young people’s Mental Health Provision](#) July 2018

[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#) including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse.

[The link between pupil health and wellbeing and attainment 2014](#) Public Health England

This policy draws on and is informed by the following national and local documents:

[Sex and Relationships Education for the 21st Century'](#) (Brook, PSHE Association, Sex Education Forum)

[Sex Education Forum Guidance & Resources](#) (Sex Education Forum)

[National Curriculum](#) (DfE 2014)

[Sex and Relationship Education Guidance](#) (DfEE 2000)

[Not Yet Good Enough \(Ofsted 2013\)](#) (report on PSHE)

[Programme of Study for PSHE Education](#) (PSHE Association)

[Young People, Relationships and Sex – The New Norms](#) (IPPR 2014)

[Health-Related Behaviour Survey](#) 2016 SHEU

[Shhh....No Talking – LGBTQ Inclusive RSE in the UK](#) 2016

[Digital Romance Report](#) December 2017

[‘It’s just everywhere’ Sexism in Schools](#) Report December 2017

[Sexting in schools and colleges: Responding to incidents and safeguarding young people](#) UKCISS

[International technical guidance on sexuality education](#) UNESCO

Section 2

Our Relationships and Sex Education Policy

a) Introduction

Our work in RSE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values within a framework that includes societal and British values and respect for other races, religions and ways of life.

Other school policies are relevant to our provision of RSE: PSHE, Safeguarding and Child Protection, Confidentiality, Behaviour, Anti-Bullying, Inclusion, Equality, Staff and pupil Health and Wellbeing.

This RSE Policy will be made available to staff in the Symphony Learning Trust in their policy folders, on our website and in relevant subject leader folders. It will also be available on our school website.

This policy is consistent with current national legislation (Education Act 2002, Academies Act 2010, Equalities Act). It takes account of the proposed changes to [RSE and Health Education](#) as described in the [Children and Social Work Bill 2017](#). It is also consistent with current national guidance '[Sex and Relationship Education Guidance](#)' (DfEE 2000) and '[Sex and Relationships Education for the 21st Century](#)'.

We are engaged in the following areas of work, which support this policy and the delivery of effective RSE: our PSHE curriculum, Personal Development and developing as a health promoting school.

Our RSE policy is the responsibility of the governing body for each trust school and has been developed through discussion by a working party representing staff within the trust, parents and governors, by the PSHE leader, by the Headteacher and reviewed by staff.

Our Policy also reflects recommendations from [OfSTED](#) and the [Sex Education Forum](#).

We believe that provision of high quality RSE supports us in fulfilling other statutory duties:

- Education and Inspection Act 2006 describes our duty to promote pupil wellbeing.
- Keeping Children Safe in Education sets out our responsibilities for safeguarding and the requirement to be alert to signs of female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse, including sexual abuse and sexual harassment.
- The Equality Act 2010 describes our duty to ensure that teaching is inclusive for all students.

b) Our Aims for RSE

All adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- name the parts of the body confidently and communicate with trusted adults to keep themselves safe
- understand the process of human reproduction
- encourage, recognise and understand the reasons for and benefits of healthy and respectful relationships
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their physical and mental health
- recognise and avoid exploitative relationships
- have opportunities throughout their schooling to address RSE in an age-appropriate way
- value, care for and respect their bodies
- access additional advice and support.

c) Delivering our RSE curriculum

Our RSE Curriculum (see appendix A) is wholly consistent with the National Curriculum (2014), DfE and OfSTED guidance.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught in different ways:

For example -

- PSHE through designated lessons, circle time, focused events, health weeks/days
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities may include our assembly programme, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school, through our school values and via the School Council.

We will ensure there are positive educational reasons for each method of delivery.

d) Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The RSE curriculum will primarily be delivered by class teachers.
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE/RSE leader.
- The PSHE/RSE leader is responsible for reviewing and evaluating RSE at our school. The PSHE/RSE leader will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE/RSE Leader who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE/RSE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.
- Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the PSHE leader, Headteacher and other senior leaders.

e) Teaching Methodologies

Ground Rules: RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules or a Working Together Agreement will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Example of a Working Together Agreement:

- To be kind to each other;
- To listen to each other;
- To respect our rights to share different views;
- To take care with information we share about ourselves;
- To remember that we can always ask about things in private with an adult in school, but the adult may have to share information if they are worried about our safety;
- Not to ask personal questions.

Answering Questions: We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will encourage any questions beyond the planned curriculum, to be discussed with an adult at home. Question Boxes may be used to allow children to ask questions anonymously if preferred.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the designated person for child protection in line with the school Safeguarding and Child Protection policy.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we may use fiction, puppets, case studies, role-play, videos, theatre in education to enable children to share ideas and opinions and to practice their decision-making skills in a safe learning environment.

f) Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, vulnerability, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability (including safeguarding)
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

g) Resources

We will use appropriate schemes for each Symphony Learning Trust school and the resources recommended within it when planning and delivering the RSE Curriculum. We

will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

h) Use of visitors to support RSE

We believe that RSE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in liaison with the PSHE/RSE Leader/Class teacher, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE/RSE Leader/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

i) Confidentiality

In our school we have a clear and explicit Confidentiality Policy, which is shared with staff, pupils and parents/carers. This Policy is communicated to parents/carers on the Symphony Learning Trust website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.

- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

1) Safeguarding and Child Protection

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

2) Sexually Active Pupils

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

j) Staff Training

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice.

k) Role of Governors

This Policy describes the governors' views on how RSE will be delivered in addition to requirements of the National Curriculum.

In order to facilitate this process, the RSE Policy will be reviewed as required on the agenda of a governors' meeting.

l) Pupil Participation

We will involve children in the evaluation and development of their RSE in ways appropriate to their age.

- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities*
- We will encourage children to ask questions as they arise by providing anonymous question boxes.*
- We will ask children to reflect on their learning and set goals for future learning.*
- We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.*

m) Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up and relationships education. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- a. Informing parents and carers about the RSE programme within each Symphony Learning Trust school
- b. Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed if appropriate
- c. Encouraging parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers will be given access to this Policy on request. It will be available on the school and in the school Office.

Parents and carers currently have the right to withdraw their children only from all or part of those elements of RSE which are not included in the statutory national curriculum Programmes of Study for Science (see Appendix A). The school will make alternative arrangements for children whose parents or carers withdraw them, which will include supporting parents in finding ways to deliver the content at home.

Any parent or carer who wishes to withdraw their child from non-statutory elements of RSE should, in the first instance, contact the Headteacher to discuss this further. Appendix B will be used to guide the discussion to explain clearly which areas of RSE are currently statutory and which are non-statutory. We will enable parents wishing to withdraw their children from the non-statutory elements of RSE to develop their understanding of the learning objectives and approaches taken. Parents or carers will be asked to reconfirm their decision in writing to withdraw as appropriate and a record of any child's withdrawal will be kept.

n) Monitoring, Evaluating and Reviewing our RSE Policy

Monitoring and evaluation of the Policy is the responsibility of the governing body. Information will be gathered from the Headteacher, appropriate leaders and parents to inform judgements about effectiveness.

We are committed to working towards the delivery of the Entitlements (1b) and the provision of the 'Curriculum for RSE' (4a).

- We will reflect on our contribution to the provision of the Entitlements for RSE and seek to develop this.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality RSE for our children.

The Policy will be formally reviewed every three years. The next review will take place in February 2026.

RSE Progression Map

EYFS						
Key Vocabulary	Emotions, Feelings	Family, love, friend, share, unique, interests/hobbies, similar, different, diversity	Rule, persistence, challenge, problem solving, mistake, cope, teamwork, grounding technique, trail/error	Listening, persevere, team	Festival, celebration, turn taking, support	Exercise, breathing, heart-rate, health, relaxation, independence, pedestrian
	<p>Self-Regulation: My Feelings Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p>	<p>Building Relationships: Special Relationships Learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p>	<p>Managing Self: Taking on Challenges Learning to understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</p>	<p>Self-Regulation: Listening and Following Challenges Learning why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p>	<p>Building Relationships: My Family and friends Learning how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</p>	<p>Managing Self: My Wellbeing Learning how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.</p>

Year 1

	Families and Relationships	Health and Wellbeing	Safety and the Changing Body
Key Vocabulary	Behaviour, Care, emotions, family, feelings, friend, friendly, problem, stereotype, permission	Allergy, emotions, feelings, germs, ill/poorly, qualities, relax	Accident, drug, emergency, hazards, medicine, physical contact, polite, respect, role, trust
Substantive Knowledge	<p>Exploring how families are different to each other.</p> <p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p> <p>Recognising how other people show their feelings.</p> <p>Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p>	<p>Learning how to wash my hands properly.</p> <p>Learning how to deal with an allergic reaction.</p> <p>Exploring positive sleep habits.</p> <p>Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Exploring health-related jobs and people who help look after our health.</p> <p>Identifying personal strengths and qualities.</p> <p>Identifying different ways to manage feelings.</p>	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p> <p>Learning what is and is not safe to put in or on our bodies.</p> <p>Practising making an emergency phone call.</p>
Disciplinary Concepts	<ul style="list-style-type: none"> - To understand that families look after us. - To know some words to describe how people are related (e.g. aunty, cousin, etc.) - To know that some information about me and my family is personal. - To understand some characteristics of a positive friendship. - To understand that friendships can have problems but that these can be overcome. - To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. 	<ul style="list-style-type: none"> - To understand we can limit the spread of germs by having good hand hygiene. - To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. - To know that certain foods and other things can cause allergic reactions in some people. - To know that sleep helps my body to repair itself, to grow and restores my energy. - To know that strengths are things we are good at. - To know that qualities describe what we are like. - To know the words to describe some positive and negative emotions 	<ul style="list-style-type: none"> - Practising what to do if I get lost. - Identifying hazards that may be found at home. - Understanding people's roles within the local community that help keep us safe. - Learning what is and is not safe to put in or on our bodies. - Practising making an emergency phone call.

Year 2			
	Families and Relationships	Health and Wellbeing	Safety and the Changing Body
Key Vocabulary	friendship, love, manners	diet, exercise, goal, growth mindset, healthy, physical activity, relaxation, skill, strengths	medicine, pedestrian, private, secret, surprise, penis, testicles/testes, vulva, vagina
Substantive Knowledge	<p>Understanding ways to show respect for different families.</p> <p>Understanding that families offer love, care and support.</p> <p>Understanding difficulties in friendships and discussing action that can be taken.</p> <p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p> <p>Exploring how loss and change can affect us.</p>	<p>Exploring the effect that food and drink can have on my teeth. Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy, balanced diet. Suggesting how to improve an unbalanced meal.</p> <p>Learning breathing exercises to aid relaxation. Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self-respect.</p>	<p>Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.</p> <p>Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.</p>
Disciplinary Concepts	<ul style="list-style-type: none"> - To know that families can be made up of different people. - To know that families may be different to my family. - To know some problems which might happen in friendships. - To understand that some problems in friendships might be more serious and need addressing. - To understand some ways people show their feelings. - To understand what good manners are. - To understand some stereotypes related to jobs. - To know that there are ways we can remember people or events. 	<ul style="list-style-type: none"> - To know that food and drinks with lots of sugar are bad for our teeth. - To understand the importance of exercise to stay healthy. - To understand the balance of foods we need to keep healthy. - To know that breathing techniques can be a useful strategy to relax. - To know that we can feel more than one emotion at a time. - To know that a growth mindset means being positive about challenges and finding ways to overcome them. 	<ul style="list-style-type: none"> - To know the PANTS rule. - To know that I should tell an adult if I see something that makes me uncomfortable online. - To understand the difference between secrets and surprises. - To know the rules for crossing the road safely. - To know that medicine can help us when we are ill. - To understand that we should only take medicines when a trusted adult says we can. - To know the names of parts of my body, including private parts.

Year 3

	Families and Relationships	Health and Wellbeing	Safety and the Changing Body
Key Vocabulary	bullying, communicate, empathy, open questions, similar, solve, sympathy, trust	Alone, balance, barriers, belonging, identify, lonely, resilience, boundaries	allergic, anaphylaxis, bullying, casualty, choice, cyberbullying, decision, distraction, fake, influence, injuries
Substantive Knowledge	<p>Learning that problems can occur in families and that there is help available if needed.</p> <p>Exploring ways to resolve friendship problems.</p> <p>Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Identifying who I can trust.</p> <p>Learning about the effects of non-verbal communication.</p> <p>Exploring the negative impact of stereotyping.</p>	<p>Discussing why it is important to look after my teeth.</p> <p>Learning stretches that can be used for relaxation.</p> <p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p> <p>Exploring my own identity through the groups I belong to.</p> <p>Identifying my strengths and exploring how I use them to help others.</p> <p>Being able to break down a problem into smaller parts to overcome it.</p>	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying unsafe things people might do near roads unsafe.</p> <p>Beginning to recognise unsafe digital content.</p>
Disciplinary Concepts	<ul style="list-style-type: none"> - To know that I can talk to trusted adults or services such as Childline if I experience family problems. - To know that bullying can be physical or verbal. - To know that bullying is repeated, not a one-off event. - To know that violence is never the right way to solve a friendship problem. - To know that trust is being able to rely on someone and it is an important part of relationships. - To know the signs of a good listener. - To understand that there are similarities and differences between people. - To understand some stereotypes related to age. 	<ul style="list-style-type: none"> - To understand ways to prevent tooth decay. - To understand the positive impact relaxation can have on the body. - To know the different food groups and how much of each of them we should have to have a balanced diet. - To understand the importance of belonging. - To understand what being lonely means and that it is not the same as being alone. - To understand what a problem or barrier is and that these can be overcome. 	<ul style="list-style-type: none"> - To understand that cyberbullying is bullying which takes place online. - To know the signs that an email might be fake. - To know the rules for being safe near roads.

Year 4

	Families and Relationships	Health and Wellbeing	Safety and the Changing Body
Key Vocabulary	Act of kindness, authority, bereavement, boundaries, bystander, permission	fluoride, mental health, negative emotions, positive emotions, visualise	age restriction, asthma, law, protect, puberty, public, tobacco, breasts, genitals
Substantive Knowledge	Using respectful language to discuss different families. Exploring physical and emotional boundaries in friendships. Exploring how my actions and behaviour can affect other people. Discussing how to help someone who has experienced a bereavement.	Developing independence in looking after my teeth. Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation. Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online. Discussing the benefits of being a non-smoker. Discussing some physical and emotional changes during puberty. Learning how to help someone who is having an asthma attack.
Disciplinary Concepts	<ul style="list-style-type: none"> - To know that families are varied in the UK and across the world. - To understand the different roles related to bullying including the victim, bully and bystander. - To understand that everyone has the right to decide what happens to their body. - To understand the courtesy and manners which are expected in different scenarios. - To understand some stereotypes related to disability. - To know that bereavement describes the feeling someone might have after someone dies or following another big change in their lives. 	<ul style="list-style-type: none"> - To know key facts about dental health. - To know that visualisation means creating an image in our heads. - To know that different job roles need different skills and so some roles may suit me more than others. - To know that it is normal to experience a range of emotions. - To know that mental health refers to our emotional wellbeing, rather than physical. - To understand that mistakes can help us to learn. - To know who can help if we are worried about our own or other people's mental health. 	<ul style="list-style-type: none"> - To understand that there are risks to sharing things online. - To know the difference between private and public. - To understand the risks associated with smoking tobacco. - To understand the physical changes to both male and female bodies as people grow from children to adults. - To know that asthma is a condition that causes the airways to narrow.

Year 5

	Families and Relationships	Health and Wellbeing	Safety and the Changing Body
Key Vocabulary	Attributes, cyberbullying, marriage, secret, wedding	fail, protect, responsibility, steps, assertive, aggressive, passive	attraction, decision, consent, influence, menstruation/period, bladder, cervix, clitoris, egg/ova, ejaculation, erection, fallopian tube, labia, nipples, ovary/ovaries, pubic hair, scrotum, sperm duct, urethra, uterus, vaginal opening, voice breaking, wet dreams, womb
Substantive Knowledge	Identifying ways families might make children feel unhappy or unsafe. Exploring the impact that bullying might have. Exploring issues that might be encountered in friendships and how these might impact the friendship. Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect).	Developing independence for protecting myself in the sun. Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep. Taking responsibility for my own feelings.	Developing an understanding of how to ensure relationships online are safe. Learning to make 'for' and 'against' arguments to help with decision making. Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty. Learning about how to help someone who is bleeding.
Disciplinary Concepts	<ul style="list-style-type: none"> - To know that marriage is a legal commitment and a choice people can make. - To know that, if I have a problem, I can call ChildLine on 0800 1111. - To know what attributes and skills make a good friend. - To understand what might lead to someone bullying others. - To know what action a bystander can take when they see bullying. - To understand that positive attributes are the good qualities that someone has. 	<ul style="list-style-type: none"> - To understand the risks of sun exposure. - To know that relaxation stretches can help us to relax and de-stress. - To know that calories are the unit that we use to measure the amount of energy certain foods give us. - To know that what we do before bed can affect our sleep quality. - To understand what can cause stress. - To understand that failure is an important part of success. 	<ul style="list-style-type: none"> - To know the steps to take before sending a message online (using the THINK mnemonic). - To know some of the possible risks online. - To know some strategies I can use to overcome pressure from others and make my own decisions. - To understand the process of the menstrual cycle. - To know the names of the external sexual parts of the body and the internal reproductive organs.

	<ul style="list-style-type: none">- To know that stereotypes can be unfair, negative and destructive.- To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability		<ul style="list-style-type: none">- To know that puberty happens at different ages for different people.- To know how to assess a casualty's condition.
--	---	--	--

Year 6			
	Families and Relationships	Health and Wellbeing	Safety and the Changing Body
Key Vocabulary	Authority, conflict, earn, expectation, grief, grieving, resolve, respect	antibodies, habit, vaccination	alcohol, internet trolling, pregnant, Sex education: conception, fertilisation, sexual intercourse, sperm
Substantive Knowledge	Identifying ways to resolve conflict through negotiation and compromise. Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes. Exploring the process of grief and understanding that it is different for different people.	Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health. Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle. Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems. Discussing the reasons why adults may or may not drink alcohol. Discussing problems which might be encountered during puberty and using knowledge to help. Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.
Disciplinary Concepts	<ul style="list-style-type: none"> - To know that a conflict is a disagreement or argument and can occur in friendships. - To understand the concepts of negotiation and compromise. - To understand what respect is. - To understand that everyone deserves respect but respect can be lost. - To understand that stereotypes can lead to bullying and discrimination. - To understand that loss and change can cause a range of emotions. - To know that grief is the process people go through when someone close to them dies. 	<ul style="list-style-type: none"> - To understand that vaccinations can give us protection against disease. - To know that changes in the body could be possible signs of illness. - To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). - To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. - To understand that a number of factors contribute to my mental health (diet, exercise, rest/relaxation). - To know the effects technology can have on mental health. 	<ul style="list-style-type: none"> - To understand that online relationships should be treated in the same way as face to face relationships. - To know where to get help with online problems. - To understand the risks associated with drinking alcohol. - To understand how a baby is conceived and develops. - To know how to conduct a primary survey (using DRSABC).