



Relationship and Sex Education Policy

For Primary Schools

The policy will be promoted and implemented throughout the Trust.

Version:	3.1
Last reviewed:	October 2024
Ratified by:	Executive Team
Date ratified:	5th November 2024
Review date:	This policy is scheduled for review during the 2025–2026 academic year and will include a formal consultation process. Following this, the updated policy will be finalised and implemented from September 2026.

Revision History:

Version	Date	Author	Summary of Changes:
3.1	Nov 2024	ACU	Policy reviewed and no changes made at this time. Relationships and Sex Education Guidance is expected to be revised by the DfE following a public consultation. This policy will be reviewed in line with the revised guidance when available.
3.0	Nov 2022	ACU	Updated Appendices Inclusion of LGBT section
2.0	Jan 2020	TMET	To update in line with revised legislation in place-Sep 2020
1.0	Mar 2018	TMET	New Trust Policy Template

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Relationships and Sex Education Policy

1. Introduction

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary school, we must provide relationships and sex education (RSE) to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

The Trust's funding agreements require it to have regard to RSE [guidance](#) issued by the Secretary of State, as outlined in section 403 of the [Education Act 1996](#), when teaching RSE.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to review the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE (only where this was deemed age appropriate and beneficial)
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

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

If significant or repeated issues occur within the academy or its community these will be addressed through the curriculum.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

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

For more information about our RSE curriculum, see the Appendices.

7. Lesbian, Gay, Bisexual and Transgender (LGBT)

TMET Schools will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools will ensure that they comply with the relevant provisions of the [Equality Act 2010](#) and [The Equality Act 2010: advice for schools](#), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Teaching will be sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, this content will be fully integrated into the programmes of study rather than delivered as a standalone unit or lesson.

Inclusion of Lesbian, Gay, Bisexual and Transgender within the context of family life will be carefully planned, taking care to ensure that there is no stigmatisation of children based on their home circumstances, recognising that there is a wide variety of different family types and parenting arrangements.

8. Roles and responsibilities

8.1 The Board of Trustees

The Board will approve the RSE policy and hold the Principal to account for its implementation.

8.2 The Principal

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

8.3 Staff

Staff are responsible for:

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

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

8.4 Pupils

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

9. Parents' right to withdraw

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

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE, and it is included in our continuing professional development calendar.

Should staff need further support, the Principal will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE at Abbey Mead Primary Academy is monitored by SLT and the PSHE leader through yearly updates, book looks and policy checks. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by TMET every three years or when legislation changes. At every review, the policy will be approved by the Board of Trustees.

Appendix 1: Relationships and sex education curriculum map

Synopsis

In Year 1 and 2, children will learn about and be able to describe what a friend is and does, recognising the diversity in friendship and that friendship patterns change. They will address strategies for coping with difficult situations in friendships and ways to self-regulate these relationships. They will also focus on family relationships, identifying who is in their own family and what is special about them; alongside what they and other family members do to care for one another. They will revisit the concept of the safety circle, identifying a range of trusted adults at home and at school whom they can talk to if they are worried or upset. They will also learn how and when to approach people for support.

The Year 3 and 4 units look at the importance of relationships and friendships and develop children's awareness of and ability to form and maintain healthy relationships. This includes the ability to value and empathise with others, manage conflict and recognise how we affect and are affected by others. They will learn about the importance of recognising and valuing both similarities and differences between themselves and other children; including understanding that people live in different family arrangements. They will revisit their networks of special people, identifying those they can talk to about their concerns and how to get support in situations involving friendships and relationships.

In Year 5 and 6, children will consider their networks of people who are special to them, and how they are changing and developing as they get older and prepare to move on to secondary school. They will continue to develop their skills in making new friendships, and in maintaining and coping with challenges in existing friendships and other relationships. They will also consider the value of diversity within friendships, and understand that there is a wide range of different family situations in which people live. The role of groups in friendship will be considered, including both the benefits and pressures that they can bring. They will explore why and how to seek support from people they trust, and how they themselves can and do support others.

The units are taught in a spiral curriculum that revisits each theme every two years. This enables children to recall and build upon previous learning at a depth that is appropriate for the age of the child. At Abbey Mead, we take our responsibility to prepare children for modern life very seriously. We take a whole school approach in order to nurture our children into responsible well-rounded adults by encouraging open-minded and independent individuals; respectful of themselves and others in our school, community and wider world.

Year group	LEARNING WITHIN <u>CAMBRIDGESHIRE SCHEME</u> THAT HAPPENS WITHIN STATUTORY PSHE CURRICULUM	LEARNING WITHIN CAMBRIDESHIRE SCHEME THAT HAPPENS WITHIN RSE UNIT	LEARNING WITHIN STATUTORY SCIENCE CURRICULUM	LEARNING WITHIN STATUTORY R.E CURRICULUM
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Year 1	Myself and my relationships – Beginning and belonging – sources of support R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources Healthy and safer lifestyles – Safety contexts R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so Myself and my relationships – Family and friends – developing friendship skills, Valuing difference, Families and other special people, getting support R1 - That families are important for children growing up because they can give love, security and stability R2 - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives R3 - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up R5 - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R7 - That families are important for children growing up because they can give love, security and stability R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends	Section A – Body Knowledge To recognise the main external parts of the bodies of humans Section B – Body Functions and Changes To describe what their bodies can do Section C – Body Awareness and Image To understand that they have responsibility for their body's actions and that their body belongs to them. To appreciate how amazing their body is Section D – Personal Hygiene To know how to keep themselves clean Section E – Illness/Disease Prevention	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Year 1/2 - Look at how values affect a community and individuals - Explain how actions can affect other people - Understand that they have their own choices to make and begin to understand the concept of morals. R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R16 - The importance of selfrespect and how this links to their own happiness R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
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R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners

R16 - The importance of self-respect and how this links to their own happiness

R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive

R33 - Where to get advice e.g. family, school and/or other sources

- **Citizenship – Diversity and communities – Exploring my identity, Valuing difference, Exploring my community**

R3 - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners

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R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive

R22 - That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous

To understand the importance of basic hygiene, e.g. washing hands, using a tissue, and how these prevent the spread of disease

	Myself and my relationships – My emotions – Getting support –			
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	R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources			
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Year 2	Myself and relationships – Anti bullying – Defining bullying, causes and types of bullying, how bullying makes us feel, responding to bullying, supporting others, creating safe environments R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help R19 - What a stereotype is, and how stereotypes can be unfair, negative, or destructive R21 - That people sometimes behave differently online, including by pretending to be someone they are not R22 - That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous R24 - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) R27 - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe R28 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources Healthy & Safer Lifestyles - Personal Safety – Identifying Trusted adults, Bodies, touches, secrets, Assessing risk, assertiveness, What, When, Who and How to Tell –	Section A – The Human Life Cycle - To know that humans produce babies that grow into children and then into adults. Section B – Growing Up - To consider the ways they have changed physically since they were born. Section C – Personal Responsibilities - To consider their responsibilities now and compare these with when they were younger. Section D – Parents, Carers, Families - To understand the needs of babies and young children. Section E – Processing the Learning - To understand what they have learned and be able to share it with others.	Notice that animals, including humans, have offspring which grow into adults	Year 1/2 - Look at how values affect a community and individuals; - Explain how actions can affect other people; Understand that they have their own choices to make and begin to understand the concept of morals. R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
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R2 - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

R7 - That families are important for children growing up because they can give love, security and stability

R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults

R21 - That people sometimes behave differently online, including by pretending to be someone they are not

R23- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

R24 - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

R27 - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

R28 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult

R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard

R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so

R33 - Where to get advice e.g. family, school and/or other sources

• **Myself & My Relationships - Managing Change – Recognising and Understanding Change –**

R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

R7 - That families are important for children growing up because they can give love, security and stability

R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult

R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard

R33 - Where to get advice e.g. family, school and/or other sources

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| | <ul style="list-style-type: none">• Citizenship – Rights, rules and responsibilities – responsibilities, democracy and decision making – | | | |
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	R1 - That families are important for children growing up because they can give love, security and stability R2 - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives R3 - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up R7 - That families are important for children growing up because they can give love, security and stability R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults			
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Year 3	• Healthy and safer lifestyles – managing risk – risky situations, receiving and giving help R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R16 - The importance of self-respect and how this links to their own happiness R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) R27 - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult	Section A – Body Knowledge 1. To recognise the main external parts of the bodies of humans, including scientific names for sexual parts. Section B – Body Functions and Changes 2. To understand the physical differences between males and females.	•	Year 3/4 • Make informed choices and understand the consequences of choices • Describe how shared values in a community can affect behaviour and outcomes Discuss and give opinions on morals and
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	R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources Myself and my relationships – beginning and belonging -making the classroom safe, building relationships, coping with new situations, sources of support R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R19 - What a stereotype is, and how stereotypes can be unfair, negative, or destructive R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources Citizenship – Diversity and communities – Exploring my identity, valuing difference, exploring my community- R3 - That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Section C – Body Awareness and Image 3. To value their own body recognise and its uniqueness. Section D – Personal Hygiene 4. To understand the benefits of carrying regular personal hygiene routines. 5. To consider who is responsible for their personal hygiene now, and how this will change the future. Section E – Illness/Disease Prevention 6. To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this. Section F – Processing the Learning 7. To understand what I have learned and be able to share it with others.		values, including their own. R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
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R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners

R16 - The importance of self-respect and how this links to their own happiness

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R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive

R22 - That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous

- **Myself and relationships – My emotions – Understanding and managing feelings , getting support**
- R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult
- R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard
- R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so
- R33 - Where to get advice e.g. family, school and/or other sources

	• Citizenship – Rules, rights and responsibility – rights and responsibilities, understanding and developing rules, democracy and decision making R1 - That families are important for children growing up because they can give love, security and stability R2 - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives R3 - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up R7 - That families are important for children growing up because they can give love, security and stability R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs			
	R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults			

Year 4	Healthy and safer lifestyles – Drug education – Risk, influences and support R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R16 - The importance of self-respect and how this links to their own happiness R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) R27 - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe R28 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources Myself and my relationships – family and friends – developing friendship skills, valuing difference, families and other special people, getting support R1 - That families are important for children growing up because they can give love, security and stability R2 - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives R3 - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up R5 - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R7 - That families are important for children growing up because they can give love, security and stability	Section A – The Human Life Cycle - To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. Section B – Growing Up - To investigate perceptions of being 'grown up'. Section C – Personal responsibilities - To consider their responsibilities and how these have changed and how they will change in the future. Section D – Parents, Carers and Families - To consider the responsibilities that parents and carers have for babies and children.		Year 3/4 - Make informed choices and understand the consequences of choices - Describe how shared values in a community can affect behaviour and outcomes; Discuss and give opinions on morals and values, including their own. R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R17 - That in school and in wider society they can expect to be treated with
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	R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R16 - The importance of self-respect and how this links to their own happiness R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive R33 - Where to get advice e.g. family, school and/or other sources • Myself and my relationships – anti-bullying – defining bullying, causes and types of bullying, how bullying affects us, supporting others, creating safe environments – R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R16 - The importance of self-respect and how this links to their own happiness R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive	Section E – Processing the Learning 5. To understand what I have learned and be able to share it with others.		respect by others, and that in turn they should show due respect to others, including those in positions of authority
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R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults

R21 - That people sometimes behave differently online, including by pretending to be someone they are not

R22 - That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous

R23- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

R24 - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

R25 - How information and data is shared and used online

R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

R27 - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

R28 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult

R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard

R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so

R33 - Where to get advice e.g. family, school and/or other sources

Myself & My Relationships - Managing Change – Recognising and Understanding Change

R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

	Healthy & Safer Lifestyles - Personal Safety – Identifying Trusted adults, Bodies, touches, secrets, assessing risk, assertiveness, what, When, Who and How to Tell – R2 - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R7 - That families are important for children growing up because they can give love, security and stability R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help R21 - That people sometimes behave differently online, including by pretending to be someone they are not R23 - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)			
	R27 - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe R28 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources			

Year 5	Myself and relationships – beginning and belonging – making the classroom safe, building relationships, coping with new situations, sources of support R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources	Section A - Body Knowledge - To identify male and female sexual parts and describe their functions. - To know appropriate terminology for use in different situations. Section B - Body Functions and Changes - To know and understand about the physical changes that take place at puberty, why they happen and how to manage them. - To understand that physical change happens at different rates for different people. Section C - Body Awareness/Images	- Describe the changes as humans develop to old age. - Describe the life process of reproduction in some plants and animals.	Year 5/6 - Explain why individuals and communities may have similar and differing values - Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences Express their own values while respecting the values of others. R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
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	Healthy and safer lifestyles – managing risk – risky situations, reactions to risk strategies in risky situations, receiving and giving help R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R16 - The importance of self-respect and how this links to their own happiness R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) R27 - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources Myself and my relationships – my emotions - Understanding and managing feelings and the impact they can have, getting support R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources Citizenship – diversity and communities - valuing difference, exploring my community R3 - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners	5. To understand how the media, families and friends can influence attitudes to their bodies. Section D - Personal Hygiene 6. To know about new aspects of personal hygiene relevant to puberty. Section E - Illness/Disease Prevention 7. To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria. Section F - Processing the Learning 8. To understand what they have learned and be able to share it with others.		R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
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	R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority			
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	R22 - That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous			
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• **Myself and relationships – family and friends - Networks of special people, understanding and valuing difference, coping with relationship issues, giving and receiving support**

R1 - That families are important for children growing up because they can give love, security and stability

R2 - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

R3 - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

R5 - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

R7 - That families are important for children growing up because they can give love, security and stability

R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends

R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 -

Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 -

The conventions of courtesy and manners

R16 - The importance of self-respect and how this links to their own happiness

R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get

R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive

R33 - Where to get advice e.g. family, school and/or other sources

Year 6	Myself and my relationships – anti bullying – Defining bullying, causes and types of bullying how bullying affects us, supporting others, cyberbullying, creating safe environments R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R16 - The importance of self-respect and how this links to their own happiness R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults R21 - That people sometimes behave differently online, including by pretending to be someone they are not R22 - That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous R23- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them R24 - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met R25 - How information and data is shared and used online R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) R27 - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe R28 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources	Section A - The Human Lifecycle 1. To know about the facts of the human lifecycle, including sexual intercourse. Section B – Growing Up 2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. Section C – Personal responsibilities 3. To consider how they have some responsibility for the feelings and well-being of others. Section D – Parents, Carers and Families 4. To consider the need for trust and love in marriage and established relationships. 5. To have a basic awareness of	Sex education sessions	Year 5/6 - Explain why individuals and communities may have similar and differing values. - Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences. Express their own values while respecting the values of others. R13, R14, R15, R17
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		responsible parenting choices.		
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	Citizenship – rules, rights and responsibilities - rights and responsibilities, understanding and developing rules, democracy and decision making R1 - That families are important for children growing up because they can give love, security and stability R2 - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives R3 - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up R7 - That families are important for children growing up because they can give love, security and stability R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults Myself and my relationships – managing change - Recognising and Understanding Change R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right Healthy and safer lifestyles - Personal Safety- safety rules, bodies, touches, secrets, assessing risk, assertiveness, what, when, who and how to tell R2 - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives R7 - That families are important for children growing up because they can give love, security and stability	6. To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families.		
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	R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R21 - That people sometimes behave differently online, including by pretending to be someone they are not R23- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) R27 - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe R28 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources			
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Appendix 2: Relationships Education - Knowledge that pupils should have by the end of primary school

For further details, please refer to pages 19-22 of [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education)

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

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

Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources
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Appendix 3: Physical Health and Mental Wellbeing - Knowledge that pupils should have by the end of primary school

Curriculum content related to RSE can be found detailed below. For further details, please refer to pages 32-35 of [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a • varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

	• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

	• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 4: Parent form: withdrawal from sex education within RSE

Parents can request withdrawal from sex education within RSE as per section 9 of this policy.

Requests for withdrawal should be put in writing and addressed to the Principal, or submitted via email to: office@abbey-tmet.uk

Parents may wish to use the form below. All requests should include: the name of the child, the child's class or tutor group, the name and signature of the parent requesting withdrawal, the date that the request was submitted and the reason for withdrawal.

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

