Relationsips and Sex Education Policy

At Brindishe Schools we believe that relationships and sex education (RSE) is lifelong learning. Effective RSE makes a significant contribution to the development of the personal skills needed to enable children to live happy, safe, fulfilled and healthy lives. It promotes self-esteem, emotional health and wellbeing and helps children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

We live in one of the most ethnically diverse countries in the world. In each class, we have pupils from a wide variety of cultures and with a wide variety of faiths. Difference and diversity are taken into account when delivering healthy relationships education reflecting the schools' values and learning within our PSHME and Citizenship curriculum. RSE enables children to gain information, develop skills and explore attitudes and values, in order to support informed decision-making and become informed, active and responsible citizens.

The RSE programme at Brindishe Schools reflects the schools' ethos, it demonstrates and encourages the following values:

- respect for self
- respect for others
- responsibility for own actions
- responsibility for family, friends, schools and the wider community

Aims and Objectives

We aim to:

- provide information and constructive guidance
- clarify knowledge, relieve fears and dispel myths
- encourage honesty and empathy in relationships
- help children develop their own moral standards
- encourage respect for ourselves and others
- challenge views and prejudices
- provide support and an opportunity for sensitive discussions to take place
- develop and use communication and assertiveness skills to manage the influences of peers and the media
- help children take responsibility for their own actions
- develop skills for a healthier, safer lifestyle
- provide the confidence to be participating members of society
- prepare children for puberty, give them an understanding of sexual development and the importance of health and hygiene

- to help children understand that we are all equal regardless of race, religion, sexual orientation, gender identity or transgender identity, age, social economic status, abilities or family structure.
- to raise the self-esteem of children, especially in their relationships with others.

Statutory Requirements

Brindishe Schools' policy on relationships and sex education is written in accordance with the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019).

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHME education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information.

"*It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement…*

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

Should you like to see the guidance from the government please visit: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

Policy Development and Consultation

This policy and the Brindishe PSHME curriculum has been designed in-line with the content set out by the DfE RSE statutory guidance. As stated before, within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information.

We work together with the whole school community in the design and development of both the RSE curriculum and the policy, which sets out how and when we teach objectives including sex education. We have held consultations with parents, pupils and staff, taking into account the age, needs and feelings of pupils and fed this back to the whole school community. We will continue to work with the community to review our curriculum and ensure it meets the needs of all our children.

Curriculum

Brindishe Schools RSE curriculum is embedded in our PSHME Curriculum can be found on our website (or see Appendix A) https://www.brindishemanor.lewisham.sch.uk/_site/data/files/curriculum/D095777400D7B79100AAB654E50C59F8.pdf

The PSHME (including RSE) curriculum is divided into the following categories:

- Families and people who care for me
- Caring Relationships
- Respecting ourselves and others
- Online relationships and internet safety and harms
- Being safe
- Physical and mental wellbeing
- Growing and changing (Years 1 and 2)
- Our changing bodies and intimate relationships (Years 3, 4, 5 and 6)

However, this will be adapted as necessary.

We have developed the curriculum 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 age-appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

Children should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life; their 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

Children should know:

- 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 physically or verbally aggressive behaviour 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.

Respectful relationships

Children should know:

- 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 that 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 granting in relationships with friends, peers and adults.

Online relationships

Children should know:

- 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.

Being safe

Children should know:

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 and others.
- 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.

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

Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- to identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.
- to notice that animals, including humans, have offspring which grow into adults.
- to find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage 2 (years 3 – 6) children learn:

- to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

- to identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- to describe the simple functions of the basic parts of the digestive system in humans.
- to identify the different types of teeth in humans and their simple functions.
- to describe the life process of reproduction in some plants and animals.
- to describe the changes as humans develop to old age.
- to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- to describe the way nutrients and water are transported within animals, including humans.
- to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Years 4, 5 and 6.

Children are taught:

- what human reproduction is, the main stages of the human lifecycle and the birth process.
- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals, including humans, the baby grows inside the mother.
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means.
- that 16 is the legal age of consent to have sex (this includes sexual intercourse, penetrative sex and any sort of sexual touching) but 16 may not necessarily be the right age for someone to start having sex and many people do not have sex for the first time until they are older.
- how a baby develops in the womb and the different ways babies are born.

- that people may choose to have, choose not to have or be unable to have children and that babies can be made in different ways, such as through IVF.
- it is possible to prevent fertilisation.
- to appreciate the responsibilities, and be aware of the skills, of parenting.
- how sexually transmitted infections are passed, including HIV.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – *please see the relevant section within this policy in regard to this process.*

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request.

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

Delivery

Our Relationships and Sex Education programme will be delivered in an age-appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear age-appropriate ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn to speak, if they want to.
- Everyone's contribution is respected.
- We do not share personal thinkgs about other people.
- We don't ask or have to answer any personal questions.
- We use anatomically correct language when we have learnt it.

Children may have all kinds of questions about what they are learning and older children may have plenty of questions but be self-conscious about asking them, especially in relation to more sensitive subjects such as puberty. At Brindishe Schools, teachers will respond to any questions in a way that shows that all questions are valued and that demonstrates respect for the person who asked it. They will be answered honestly and sensitively and, in an age-appropriate way.

A questions box will be available for pupils to ask anonymous questions.

If staff are faced with a question that they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

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

Delivery methods will be adjusted should the need for remote learning continue or extend.

Roles and responsibilities

The Governing Body

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

The Headteacher

The Headteacher 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 Appendix 2 –Parents withdrawal form).

The Headteacher also ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity; monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

Staff

All staff are responsible for:

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

Class teachers are responsible for teaching RSE at Brindishe Schools.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided, which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher and/or SLT. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

Pupils

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

Parents' Right to Withdraw

The most powerful healthy relationships education is a collaboration between school and home. Parents and carers will be notified when specific aspects of this learning are to be covered and invited to see materials and resources. At Brindishe Schools, we use resources from 'Discovery Education Health and Relationships' which covers the statutory requirements for teaching primary health education and relationships education. It contains lessons for teaching all aspects of the guidelines, including some of the non-statutory aspects of primary sex education we teach at Brindishe Schools. The programme develops skills and knowledge in a values-based context which enables us as a school to convey and enhance our own values, learning and behaviour, supporting our whole-school approach to developing pupil wellbeing. In addition, Brindishe Schools may also draw from resources from 'fpa' - The Sexual Health Company and the PSHE association.

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents **do not have the right** to withdraw their children from statutory relationships education, health education or the science curriculum.
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- Parents **have the right** to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Parents wanting to withdraw their children from the non statutory/non science compnents are invited to speak to the class teacher. The class teacher will explore the concern of the parents and take the time to share the resoures that will be used and, if appropriate, they will discuss the possibility of adjusting the programme or approach. The class teacher will discuss any impact that withdrawal may have on the child and they will talk with the parents about the possible negative experiences or feelings that may result from

withdrawal of the child including the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher (See Appendix 2 for request form). Once a child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another learning space for the duration of the lesson.

Training and visitors

Brindishe Schools believe in the importance of training for staff delivering relationships and sex education. Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Teaching staff are encouraged to access appropriate training or support to help deliver effective health education and this may include using the support of outside agencies.

Visitors such as the school nurse, doctors and theatre-in-education companies may support healthy relationships education for children in both key stages. The content of learning will be planned with our teaching team and monitored and evaluated to inform future planning. All visitors will be supervised and supported by a member of school staff at all times.

Sensitive Issues and confidentiality

All staff at Brindishe schools are sensitive to the different needs of individual children and are aware of the broad range of views around healthy relationships education. Personal views are respected and teaching staff strive to do the best for all children. Themes are presented reflecting a range of views and beliefs to allow children to develop informed opinions and also respect that others' opinions may be different.

Throughout children's time in school, they may ask their teachers questions about healthy relationships. Questions will always be answered honestly and fully in ways appropriate to the age group of the child. It is important that children feel able to ask any questions they wish and that their questions are valued. Where a child asks specific or very personal questions, which we think their parents/carers may need to know about, we will contact parents/carers to keep them informed and therefore able to respond.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

Child Protection

Relationships and sex education and the teaching of sensitive issues may give cause for concern or disclosures of child protection issues. All Brindishe staff are aware of the procedures for reporting their concerns and, where appropriate, will refer to the schools' Child Protection and Safeguarding Policy.

Brindishe staff conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Equalities and diversity

Brindishe Schools are committed to the equalities of opportunity in all aspects of school life. In RSE, this will include examining and challenging gender stereotyping, celebrating difference and diversity and ensuring that the RSE curriculum is relevant to all pupils.

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure that they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school, we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

Special Educational Needs and Disabilities

Pupils with SEND will be given the opportunity to fully participate in RSE lessons, as they are in all aspects of the Brindishe Curriculum, and a differentiated programme will be provided where necessary, to ensure that pupils gain a full understanding of the learning.

Monitoring and Review

The delivery of RSE is monitored by the Senior Leadership Team and the curriculum leader through learning walks, lesson observations and evidence of learning.

Class teachers will also monitor the pupils' understanding and development through class assessment systems and feedback. The healthy relationships education policy will be reviewed on an annual basis in consultation with staff, parents and carers and the children. It will be reported to the full Governing body with any recommendations for policy modification.

Date: May 2021   Review: May 2022

Appendix 1

Y1-6 curriculum

PSHME Overview

Year 1
Families and people who care for me - Different family structures. Friends and family. How and who to ask for help
Caring relationships – Identifying and sharing feelings. Taking turns and sharing. Consequences of behaviour
Respecting ourselves and others – Everyone is unique. Groups and communities. Class charters. Caring for the environment
Online Relationships and internet safety/harms – Communication. SMART rules. Personal information.
Being Safe – Rules for keeping safe, privacy, NSPCC Pants: The Underwear Rule. comfortable/uncomfortable feelings. Secrets and surprises
Physical and mental wellbeing – Recognising good and not so good feelings. Keeping physically and mentally healthy. Harmful household products
Growing and changing – Recognising similarities and differences. Change and loss (moving home, toys, pets, friends)

Year 2
Families and people who care for me – Identify and respect differences and similarities. Know ways in which people protect us.
Caring relationships – Fair/Unfair. Kind/Unkind. Resolving arguments. Negotiation. Teasing and bullying
Respecting ourselves and others – Needs vs Wants. Contributing. Acceptable/unacceptable contact. Caring for the environment. Safety outside.
Online Relationships and internet safety/harms – Recognising and understanding online content. Being kind online. Using technology wisely and safely. Reporting concerns.
Being safe – Likes/dislikes. Learning from experience. Stranger Danger. Communicating with others.
Physical and mental wellbeing – Recognise how others are feeling. Personal hygiene. Healthy lifestyle. Medicines. Diseases and how they are spread
Growing and changing – External parts of the body. Differences and similarities between boys and girls. Needs of babies and young people. Feelings associated with loss.

Year 3
Families and people who care for me – Family structures. Helping others to keep us safe.
Caring Relationships –. Recognise different types of relationships. Positive, healthy relationships
Respecting ourselves and others – Protected characteristics. Listening to others. Responding appropriately. Democracy. Rules and Laws. Actions and consequences.
Online Relationships and internet safety/harms – Digital footprint. Communication. Sharing online. Impact on wellbeing.
Being safe – Risk Assessments. Stranger and Road Danger. Resisting peer pressure. Where to go for help.
Physical and mental wellbeing – Talking openly about fears. Choices – food, lifestyle, influences. Transitions and change – loss, separation, divorce and bereavement.
Growing and changing – Physical contact. Saying no. Concept of confidential and how to manage this. Personal boundaries. Privacy. Growing from young to old. Changes in bodies and needs.

Year 4
Families and people who care for me – Different family groupings. Knowing who to turn to for help/safety.
Caring Relationships – Dares. Resisting peer pressure.
Respecting ourselves and others – Protected characteristics and Rights. Identities in the UK. Stereotypes. Considering others. Resolving differences. Working collaboratively for a common goal. Responsibilities/Rights/Duties.
Online Relationships and internet safety/harms – Billboard Test. Online identities and relationships. Uses and dangers of search engines.
Being safe – Every day risk assessments. Safety in local area. Emergency services and support, including Childline. Home Alone. Secrets
Physical and mental wellbeing – Feelings. Conflicting emotions. Reducing the spread of disease. 'Habits'. Loss/separation/divorce/bereavement.
Changing bodies and intimate relationships – Physical contact. Relationships/marriage/civil partnerships. Privacy. Growing and developing, including the start of puberty. Personal hygiene.

Year 5
Families and people who care for me – Voluntary/ community/ pressure groups. Seeking support/advice if relationships are unsafe
Caring Relationships – Recognising what an unhealthy/unhappy relationship look like. Bullying/abuse. Peer/media pressure
Respecting ourselves and others – Rights. Protected characteristics. Discrimination /bullying/trolling/teasing. Signs/side effects of racism, sexism, religious intolerance, homophobia, xenophobia, biphobia and transphobia. Stereotypes. Disputes and conflict. World events – natural disasters, terrorist attacks or special occasions.
Online Relationships and internet safety/harms – Media. Harm. Challenging opinions. THINK. Online pressures and support.
Being safe – Risk/Danger/Hazard. Responsibility. Mobile phone. Crime. Communication with strangers. Travelling independently.
Physical and mental wellbeing – Self-respect/care. Lonely. Substances/legal drugs. Loss/separation/divorce/bereavement. Sleep
Changing bodies and intimate relationships – Physical contact. Consent. Confidential/secrets. Puberty. Legal age of consent (16) but many wait until older. Human reproduction/lifecycles. Birth process. Choices. Ways of becoming a parent. Responsibilities of parenting. Gender, gender identity and sexual orientation.

Year 6
Families and people who care for me – Changing relationships. Family support. Voluntary/ community/ pressure groups.
Caring Relationships – Unhealthy relationships. 'Befriend'. Control and influence in relationships.
Respecting ourselves and others – Rights. Characteristics. Signs/side effects of racism, sexism, religious intolerance, homophobia, xenophobia, biphobia and transphobia. Stereotypes. Media. Topical issues. Rules/Laws which protect. Money: interest, loan, debt, tax, VAT, managing money, consumer. Enterprise.
Online Relationships and internet safety/harms – Social media. Influences. Images. Online reputation. Wellbeing/fitness apps and sites. Live streaming/ communication. Age restrictions.
Being safe Crime. Anti-social, legal, illegal and unacceptable situations. Arson. Weapons. Avoiding risk. Pros/cons of a mobile.
Physical and mental wellbeing – Physical illness. Mental health/illness. Bullying. Legal and illegal drugs. Transition to secondary school.
Changing bodies and intimate relationships – Forced marriage. Consent. Acceptable/unacceptable contact. Puberty. STIs. Grooming and FGM (abuse/crime). Sexual orientation. Gender identity. Gender

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Year One – Healthy Relationships and PSHME (including healthy living, drug education and online safety)

Subject content	Objectives	Vocabulary	Statutory Guidance
			• that families are important for children growing up because they can give love, security and stability
Families and people who care for me	• To know that there are lots of different ways that families are made. • Recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. • Identify their special, trusted people (family, friends, carers), what makes them special and how special people should care for one another.	Special people, caring, safe, friends, family, carers, care, similarities, differences, upset, worried, anxious, afraid, kind	• 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
Caring friendships	• Identify and share feelings with others • Recognise that their behaviour and actions can affect other people • Take turns, share and understand the need to return things that have been borrowed.	Likes, dislikes, taking turns, behaviour, actions, a range of feelings and emotions, managing feelings	• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Respecting ourselves and others (including Citizenship)	• Know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings). • Describe ways in which everyone is unique (including themselves); understand that there has never been and will never be another 'them' • Recognise the similarities and differences between each other and treat others with sensitivity • Recognise that they belong to different groups and communities such as family and school • Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • Appreciate that their own feelings and actions have an impact on others • Appreciate ways in which people learn to live, play and work together, listening and discussing • Help construct, and agree to follow, group, class and school charters and to understand how these statements help them. • Think about caring for the environment, issues such as litter	Rights, respect, responsibilities, needs, groups, communities, roles, everybody, individual, unique, special, people, similarities, differences, strengths, achievements, help, emergencies, environment, charter, rules, sharing, discussions, views	• 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 • 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
Online relationships and internet safety and harms	• Recognise that technology can be used to communicate with others (including mobiles and texting). • Know the SMART rules to keep safe online (Safe, Meet, Accept, Reliable, Tell) • Recognise that they have information that belongs to them (name, address, DOB, school etc) and know that they should not share this online.	Communication, talking, texting, messaging, emailing, online, safety, information, personal, private	• 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
Being safe (including health and prevention and basic First Aid)	• Identify the basic rules for keeping safe and healthy. • Know when seek help and who they to ask (including dialling 999). • Know rules for and ways of keeping physically and emotionally safe including stranger danger, road safety • Recognise that choices can have good and not so good consequences. • Know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy (NSPCC Pants: The Underwear Rule)	Asking for help, secret, surprise, safety, physical contact, touch, acceptable, unacceptable, privacy, private, respect privacy	• know the simple rules and principles for keeping safe online • that each person's body belongs to them, and the differences between appropriate and

	• Recognise good and uncomfortable feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings • Know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • Know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping a secret that makes them feel uncomfortable, anxious or afraid.		inappropriate or unsafe physical, and other, contact • 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.
Physical and mental wellbeing (including healthy eating, drugs, alcohol and tobacco)	• Know that we have a right to be physically and mentally healthy and a responsibility to keep healthy, including the benefits of physical activity, rest, healthy eating and dental health. • Recognise good and not so good feelings, develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings • • Know that household products, including medicines, can be harmful if not used properly.	Health, well-being, healthy eating, physical activity, sleep, rest, dental health, communicating, feelings, empathy, behaviour, fair/unfair, bodies, hurt, comfortable, teasing Medicines, household products, safety, risk, danger	• 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 • the benefits of physical exercise, time outdoors and joining in groups on mental wellbeing and happiness • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
Growing and changing	• Recognise similarities and differences (physical and emotional) between themselves and others and treat others with sensitivity • Know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)	Change, loss, growing, changing, young to old, independence, correct terminology for body parts (including genitalia)	• the characteristics and mental and physical benefits of an active lifestyle • know how to make a clear and efficient call to emergency services if necessary

Year Two - Healthy Relationships and PHSME (including healthy living, drug education and online safety)

Subject content	Objectives	Vocabulary	DfE Statutory Guidance:
Families and people who care for me	• Identify their special people (family, friends, carers), what makes them special and how special people should care for one another. • Know about the ways in which the people who look after them can protect them	same/ different protect fair/unfair right/wrong agree/disagree resolve, asking for help, special people, caring, groups, communities, roles, help, emergencies	• Understand the characteristics of healthy family life, commitment to each other, protection and care for each other, the importance of spending time together and sharing each other's lives • Know that stable, caring relationships are at the heart of happy families and are important for children as they are growing up • Know how important friendships are in making us feel happy and secure, and how people choose and make friends • Understand that healthy friendships are positive and welcoming towards others, and do not make them feel lonely or excluded.
Caring friendships	• Recognise what is fair and unfair, kind and unkind, what is right and wrong • Build strategies to resolve simple arguments through negotiation and offer constructive support and feedback to others • To recognise different types of teasing and bullying and to understand that these are wrong and unacceptable •	fair, unfair, unkind, kind, right, wrong, discussion, negotiation, support, help, teasing, bullying, acceptable, unacceptable	• Know 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 • Know how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed
Respecting Ourselves and Others (including Citizenship)	• Help construct, and agree to follow, group, class and school charters and to understand how these expectations help them • Recognise the difference between their 'needs' and their 'wants.' • Contribute to the life of the classroom and school • Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals • Develop strategies and skills needed to care for their local, natural and built environments. • Learn about 'change', including transitions – birth, loss, separation, divorce and bereavement and be able to talk about the emotions involved. • Identify and respect the difference and similarities between people	everybody, individual, unique, special, rights, responsibilities, sharing, discussion, views, needs, wants, opinions, classroom/school rules/charter, emotions, birth, loss, separation, marriage, divorce, bereavement, similarities, differences, cooperating, resolving arguments	• Understand the need to respect others, even when they are very different from them or make different choices or have different preferences or beliefs • Know about different types of bullying and its impact on them and on others and how to get help • Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • know how information and data is shared and used online. • Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

Online relationships and Internet safety and Harms	• Children know the reasons why people might share images online. They know they need to ask someone's consent before they share someone's picture online, and that they can say no if someone wants to share their image. • Children know things online can last a long time and can be copied. • Children know that people's online identity can be different to their real-life identity. • Children know they need to be kind online. • Children know technology allows us to communicate with people we don't know – eg emailing a different school. • Children know that sometimes they might see content online that makes them feel upset or uncomfortable, and how to report this. • Children will be able to explain why using technology too much can have a negative impact on mental well-being and know strategies to help limit the time spent.	online, offline, consent, share, digital footprint, identity, true, email, text, video, photograph, text, report, block,	• Understand 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 • Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • Know how to report concerns or abuse, and the vocabulary and confidence needed to do so • Understand that mental wellbeing is a normal part of daily life, in the same way as physical health
Being safe (including Health and Prevention and Basic First Aid)	• Recognise safe and unsafe situations • Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health. • Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • Communicate their feelings to others, to recognise how others show feelings and how to respond • To use simple rules for dealing with strangers, and for resisting pressure from either strangers or people known to them when they feel uncomfortable • Learn when to say 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets and I know this can happen when communicating online. • Understand safety in the local environment (including the park) and rail, water and fire safety.	medicines, household products, safety, risk, safety, road, fire, rules, secrets, surprises, safety, physical contact, touch, acceptable, unacceptable, feelings, bodies, hurt, comfortable, teasing, bullying, privacy, respecting privacy,	• Know 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 • Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
Physical and mental wellbeing (including Healthy Eating, Drugs, Alcohol and Tobacco)	• To communicate their feelings to others, to recognise how others show their feelings and how to respond. • Understand the importance of, and how to maintain, personal hygiene • Know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health • To know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others and to develop simple skills to help prevent diseases spreading. • To understand that prescribed medicines are to be taken only by the named person • To understand the dangers of too much exposure to the sun (including skin cancer), and how they can protect themselves and keep their skin and eyes safe.	communicating, feelings, empathy, likes, dislikes, choices, health, wellbeing, healthy eating, physical activity, sleep, dental health, feelings, managing feelings, hygiene, cleanliness, germs	• Where and how to seek support including whom in school to speak to if they are worried about someone • Know 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 • Understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a

| Growing and Changing | • Know about growing and changing and new opportunities and responsibilities that increasing independence may bring
• Know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
• Know about rituals associated with birth, marriage and death and to be able to talk about the emotions involved
• Name the main external parts of the body (including external genitalia – penis/vulva) and the bodily similarities and differences between boys and girls
• Know the needs of babies and young people | change, loss, growing, changing, young to old, independence, responsibility, opportunities, correct terminology, body parts, external genitalia | daily active mile or other forms of regular, vigorous exercise
• Know what constitutes a healthy diet (including understanding calories, and other nutritional content)
• Understand the principles of planning and preparing a range of healthy meal
• Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
• Understand the importance of sufficient good quality sleep for good health
• Understand about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
• Know how to make a clear and efficient call to emergency services if necessary |

Year Three – Healthy Relationships and PSHME (including healthy living, drug education and online safety)

Subject content	Objectives	Vocabulary	Statutory Guidance
			• that families are important for children growing up because they can give love, security and stability
Families and people who care for me	• Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe • Learn that families and family life do not always look the same and that they should respect different family structures. • Learn that love and care within families is important for their happiness and security.	Responsibility, healthy, safe, responsible, support, advice, love, care, structures, similarities, differences.	• 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
Caring friendships	• Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • Recognise and respond appropriately to a wider range of feelings in others • Recognise different types of relationship, including those between acquaintances, friends, relatives and families, and that the sort of physical contact we have with these people will differ.	mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, support, feelings, empathy, recognising others' feelings, friendships, families, relatives, acquaintance, couples, positive relationships	• 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. • 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.
Respecting ourselves and others (including Citizenship)	• Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child • Understand that differences and similarities between people arise from a number of factors, including family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, and ability (see 'protected characteristics' in the Equality Act 2010) • Know that their actions affect themselves and others, and the importance of permission seeking and giving in relationships with peers, friends and adults. • Listen and respond respectfully (with courtesy and manners) to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view • Develop an understanding of what being part of a community means, and about the varied institutions that support communities locally and nationally • To understand that we live in a democracy and that with individual liberty comes responsibility. • To recognise why rules and laws are important. •	Human Rights, Unicef, United Nations, people, identity, similarities, differences, diversity, equality, listening, viewpoints, opinions, respect, manners, courtesy, duty rights holders, duty bearers, bullying, discrimination, community, communities, values, customs, volunteers, democracy, rules, laws, making and changing rules	• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • the conventions of courtesy and manners. • 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.

Online relationships and internet safety and harms	• Understand what the term 'digital footprint' means, and that the way a person presents themselves online will stay with them. • Understand that communication is how we build relationships with people, and that online this can be more difficult as using acronyms, emojis, and not seeing someone's body language can lead to misunderstandings • Know that people who have put things online (photographs, stories) belong to them, and they need their permission to share it. • Understand the importance of 'Share with Care', and that sharing an image can be hurtful and make it more difficult for an image or a video to be removed from online. • Learn how technology can have an impact on sleep, and how this can impact other areas of life and well-being.	digital footprint, safety, online, personal information, passwords, images, data, image, impact, consequence, effect	• the importance of permission-seeking and giving in relationships with friends, peers and adults. • that for most people the internet is an integral part of life and has many benefits • 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 information and data is shared and used online.
Being safe (including health and prevention and basic First Aid)	• Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use, the risks in their local environment or being home alone) and to use this as an opportunity to build resilience – link to educational visits • Learn about road safety and stranger danger. • Understand strategies for keeping physically and emotionally safe including road safety or when using public transport. • Recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong • Follow the school rules about health and safety, basic emergency first aid procedures (where and how to get help)	advice, support, asking for help risk, danger, hazard, responsibility, safety, predict, resilience, stranger, dangerous, pressure, managing pressure, influences, media, peer, actions, behaviour, consequences rules, emergency, safety, roads, cycle, rail, bus, different types of crossings	• 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. • 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 • concepts of basic first-aid, for example dealing with common injuries, including head injuries. • the characteristics and mental and physical benefits of an active lifestyle
Physical and mental wellbeing (including mental health, healthy eating, drugs, alcohol and tobacco)	• Know that we have a right to be physically and mentally healthy and we have a responsibility to keep healthy. • Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals • Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • Be able to talk openly about what makes us feel scared or uneasy and know who we can tell • Be aware that people experience a range of feelings and emotions • Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet • Learn about 'change', including transitions (between key stages and schools), loss, separation, divorce and bereavement	Balanced lifestyles, balanced diet, choices, health, healthy, wellbeing, food, achievements, aspirations, strengths, goals, target-setting, collaborative working, shared goals, range of emotions, conflicting emotions, managing feelings, happiness, sadness, anger, fear, surprise, nervousness change, transitions, loss, separation, divorce, bereavement	• 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 • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals
Our changing bodies and	• Judge what kind of physical contact is acceptable or unacceptable (for example hurting, touching private areas, overly tactile) and how to respond, including what they should do or say if they feel uncomfortable.	physical contact, touch, acceptable,	• the characteristics of a poor diet and risks associated with unhealthy eating (including, for

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| intimate relationships | • Know the importance of saying 'no' if something feels wrong or uncomfortable.
• Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
• Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy
• Describe the process of growing from young to old and how people's bodies and needs change | unacceptable, confidentiality, secrets, surprises, personal safety, privacy, sharing, personal boundaries | example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
• 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 recognise and report feelings of being unsafe or feeling bad about any adult. |

Year Four – Healthy Relationships and PSHME (including healthy living, drug education and online safety)

Subject content	Objectives	Vocabulary	Statutory Guidance
			• 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.
Families and people who care for me	• Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. • Know who to turn to if they feel they are not being listened to or people who are meant to care for them are putting them in danger/making them feel unsafe/unhappy. • Be aware of different family groupings.	friendships, families, couples, positive relationships, communities, volunteers, pressure groups, health, wellbeing	• 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
Caring friendships	• Recognise and manage 'dares' • Use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong	actions, behaviour, consequences, dares, challenges,	• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • how to ask for advice or help for themselves or others, and to keep trying until they are heard.
Respecting ourselves and others (including Citizenship)	• Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child • Understand that differences and similarities between people arise from a number of factors, including family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, and ability (see 'protected characteristics' in the Equality Act 2010) • Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • Recognise and challenge stereotypes • Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view • Consider the lives of people living in other places, and people with different values and customs • Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices • Work collaboratively towards shared goals • Understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities	people, rights, human rights, children's rights, responsibility, rights holders, duty bearers, community, home, school, environment, identity, similarities, differences, equality, diversity, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, and ability, feelings, empathy, recognising others' feelings, listening, viewpoints, opinions, respect, people, places, values, customs, disputes, conflict, feedback, support, negotiation, compromise, resolving problems, bullying, discrimination, discussion, debate, topical issues, problems,	• how to report concerns or abuse, and the vocabulary and confidence needed to do so. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • 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. • 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. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive.

		events, aggressive behaviour, stereotypes, collaborative working, shared goals	• the importance of permission-seeking and giving in relationships with friends, peers and adults. • that people sometimes behave differently online, including by pretending to be someone they are not.
Online relationships and internet safety and harms	• Learn that online identities can be copied, modified and altered, and it is important to only share images and information they are happy for anyone to know. Understand the Billboard Test. • Understand that people may represent themselves differently for different audiences, and how this may look online. • Know that all relationships are built on trust and respect, and they can take back trust at anytime. Understand how it can be more difficult to trust someone online, as it can be difficult to know someone's real identity. • Know that people can pretend to be you, people's friends, and that sometimes, people online are computer programmes pretending to be real people, and these can be difficult to recognise. Understand these can be used to share opinions and encourage people to buy products. • Understand that lots of people sharing the same opinion does not make that opinion true, and that using a search engine can give both facts and opinions, and it is important to challenge information seen online.	media, images, information, reality/fantasy, true/false, trust, identity, representing, respect, audience, opinion, search engine, safety, online, personal information, passwords, advice, support, asking for help	• 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
Being safe (including health and prevention and basic First Aid)	• Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment or being home alone) and to use this as an opportunity to build resilience. • Understand strategies for keeping physically and emotionally safe including road safety, and safety in the local environment (including rail, water, public transport or home alone). • Know in an emergency who should be contacted. Consider situations which are emergencies and which are not. Know who the emergency services are and how to make a 999 call. Know emergency phone numbers of adults who can help us. • Know the role of the charity CRIMESTOPPERS and Childline • Discuss situations when children are left at home which may be potentially dangerous e.g. locked out, fire or a stranger at front door. Rehearse escape plans and what to do. • Know when it is and isn't appropriate to keep / share secrets	risk, danger, hazard, responsibility, safety, safety, roads, cycle, rail, water, fire, potential, rehearse, escape,	• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • where to get advice e.g. family, school and/or other sources. • 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 • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
Physical and mental wellbeing (including mental health, healthy eating, drugs, alcohol and tobacco)	• Deepen their understanding of good and not so good feelings: to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • Recognise when they need help and to develop the skills to ask for help (link to physical and mental well-being). • Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. • Understand how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading (link to dental - science) • Know that bacteria and viruses can affect health and that following simple routines can reduce their spread • Know what is meant by the term 'habit' and why habits can be hard to change • Learn about 'change', including loss, separation, divorce and bereavement	balanced lifestyles, choices, health, wellbeing, balanced diet, choices, food, influences, conflicting emotions, feelings, managing feelings, bacteria, viruses, hygiene routines, emergency aid, help, safety, rules, habits, change, transitions, loss,	• 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). • how and when to seek support including which adults to speak to in school if they are worried about their health. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

		separation, divorce, bereavement	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
Our changing bodies and intimate relationships	• Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • Know that that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment • Know that marriage and civil partnerships are commitments freely entered into by both people, that no one should have to get married or civil partnered they don't absolutely want to do so or are not making the decision freely for themselves • Know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership • Judge what kind of physical contact is acceptable or unacceptable (for example hurting, touching private areas, overly tactile) and how to respond, including what they should do or say if they feel uncomfortable. • Know that we all have rights to privacy • Describe the process of growing from young to old and how people's needs and bodies will/may change. • Understand the physical and emotional changes that occur during puberty, (also linked to personal hygiene) and be reassured that emotional changes are a normal • Know that personal hygiene becomes more important as puberty approaches •	physical contact, touch, acceptable, unacceptable, privacy, sharing, personal boundaries, personal safety, confidentiality, secrets, surprises, hygiene, puberty, physical and normal, different, emotional changes, marriage, civil partnership, commitment, promises, vows, law, decision, choice, love, care, forced marriage,	• the facts and science relating to allergies, immunisation and vaccination. • how to make a clear and efficient call to emergency services if necessary • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • 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 recognise and report feelings of being unsafe or feeling bad about any adult.

Year Five – Healthy Relationships and PSHME (including healthy living, drug education and online safety)

Subject content	Objectives	Vocabulary	Statutory Guidance
			• Know 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.
Families and people who care for me	• Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • Recognise if family relationships are making them feel unhappy or unsafe and who to seek support and advice from if needed.	communities, volunteers, voluntary, pressure groups, health, wellbeing friendships, families, acquaintance, couples, positive relationships	• 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. • •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	• Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support • Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) • Know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media	relationships, unhealthy, feelings, empathy, recognising others' feelings, bullying, abuse, prejudice, trolling, dares, pressure, managing pressure, influences, media, peer	• 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.
Respecting ourselves and others (including Citizenship)	• Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child • Know that the universal rights are there to protect everyone and have primacy both over national law and family and community practices • Know that differences and similarities between people arise from a number of factors, including family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, and ability (see 'protected characteristics' in the Equality Act 2010) • Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) • Discuss prejudice and discrimination, diversity and respecting beliefs and practices of others. • Discuss the signs, effects and strategies for dealing with racism, sexism, religious intolerance, xenophobia, homophobia, biphobia and transphobia. • Recognise and challenge stereotypes • Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves • Discuss and respond, when appropriate, to world events such as natural disasters, terrorist attacks or special occasions.	rights, duties, environment, values, customs, people, difference, diversity, identity, family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, ability, racism, sexism, religious intolerance, xenophobia, homophobia, biphobia transphobia, acceptable, unacceptable, communities, volunteers, pressure groups, resolving points of view, anti-social behaviour, aggression, bullying, trolling, debate, discrimination, stereotypes, discussion,	• 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. • 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. • 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. • 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,

			natural disasters, terrorist attacks, special occasions.	including the importance of respect for others online including when we are anonymous

Topic	Knowledge and understanding		Vocabulary	Statutory guidance
Online relationships and internet safety and harms	• Describe different types of media. Know that media influences people's understanding of the world and can shape ideas about gender and gender roles. • Develop strategies for respectfully challenging opinions they disagree with including inappropriate messages about gender and identity online. • Understand that being online means you can collaborate positively with like-minded people, but it is important to seek out information from a range of sources. • Know there are people online who want to cause physical and mental harm. Recognise what to do if they see this happen, who to speak to and know it is not a child's fault. • Learn the 'THINK' (is it, True, Helpful, Inspiring, Necessary and Kind) rules, and recognise it is easier to say hurtful things online. • Recognise there are pressures when using technology (gaming scores, being online FOMO). Recognise when they or a friend might need support, and who might provide that support.		social media, information, forwarding, safety, online, personal information, passwords, images, media (different types), acceptable, unacceptable,	• 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 • 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 • 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.
Being safe (including health and prevention and basic First Aid)	• Differentiate between the terms, 'risk', 'danger' and 'hazard' • Recognise how their increasing independence brings increased responsibility to keep themselves and others safe • Develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety). • Recognise what a crime is and how committing a crime can affect lives. • Know how to keep safe on the roads and railways when travelling independently. • Pre-empt what risky situations may arise when home alone or walking home alone and consider ways of keeping safe. • Know that carrying a mobile phone can help you feel safe but it can also make me unsafe. Discuss the risks of carrying a mobile phone • Understand that some strangers may be unsafe and know how to deal with a situation when faced with a stranger trying to communicate with us.		actions, behaviour, consequences, mobile phones, responsibility, safe use, advice, support, asking for help, safety, roads, cycle, rail, water, fire, strangers, danger, risk, safety, emergency aid, help, safety, rules	• 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 • where and how to report concerns and get support with issues online. • 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. • that mental wellbeing is a normal part of daily life, in the same way as physical health. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
Physical and mental wellbeing (including mental health, healthy eating, drugs, alcohol and tobacco)	• Know they have the right to be physically and mentally healthy and a responsibility to keep healthy. • Know what positively and negatively affects their physical, mental and emotional health and who to turn to if they need help. • Know the importance of respecting and caring for themselves and how this links to their own happiness and mental health. • Know the importance of good quality sleep on mental and physical health: know that a lack of sleep can have an impact on weight, mood and ability to learn. • Know that feeling lonely can have negative impact on mental health and the importance of talking to others to seek support. • Know which, why and how, commonly available substances (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety. • Learn about 'change', including transitions, loss, separation, divorce and bereavement		conflicting emotions, feelings, managing feelings, balanced lifestyles, choices, health, wellbeing, drugs, alcohol, tobacco, medicines, caffeine, stimulant, energy drinks, substance, illegal, habit, change, transitions, loss, separation, divorce, bereavement	• the importance of self-respect and how this links to their own happiness. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a

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| **Our changing bodies and intimate relationships** | • Learn how to take care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.
• Judge what kind of physical contact is acceptable or unacceptable and how to respond (including hurting, touching private areas, forcing).
• Know the right to say 'no' and what is meant by 'consent'
• Understand the concept of 'keeping something confidential or secret', and when it is right to 'break a confidence' or 'share a secret'
• Know, understand and describe how bodies and emotions change approaching and during puberty
• Know that 16 is the legal age of consent to have sex (this includes sexual intercourse, penetrative sex and any sort of sexual touching) but 16 may not necessarily be the right age for someone to start having sex and many people do not have sex for the first time until they are older.
• Learn about human reproduction, the main stages of the human lifecycle and the birth process.
• Learn that people may choose to have, choose not to have or be unable to have children and that babies can be made in different ways, such as through IVF.
• Know it is possible to prevent fertilisation
• appreciate the responsibilities, and be aware of the skills, of parenting
• Recognise the difference between, and the terms associated with gender, gender identity and sexual orientation. | privacy, sharing, personal boundaries, confidentiality, secrets, surprises, personal safety, physical contact, touch, acceptable, unacceptable, consent, human reproduction, babies, sexual intercourse, pregnancy, contraception, parents/carers, IVF, gender, gender identity, sexual orientation | daily active mile or other forms of regular, vigorous exercise.
• the risks associated with an inactive lifestyle (including obesity).
• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.. |

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Year Six – Healthy Relationships and PSHME (including healthy living, drug education and online safety)

Subject content	Objectives	Vocabulary	Statutory Guidance
			• 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
Families and people who care for me	• Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing • Know the characteristics of a healthy family life and how families should support and spend time with each other in times of difficulty, transition, pain and loss. • Be aware that relationships may develop/change over time and continue to develop an understanding and appreciation of different family groupings	communities, volunteers, voluntary, pressure groups	• how important friendships are in making us feel happy and secure, and how people choose and make friends
Caring friendships	• Recognise what constitutes a positive, healthy relationship. • Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. • Recognise when and why someone might try to 'befriend' someone and gain their trust, in order to control or influence them.	relationships, control un/healthy, empathy, recognising others', abuse, prejudice, trust trolling, dares, pressure, managing pressure, befriend, influences,	• 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
Respecting ourselves and others (including Citizenship and Managing Money)	• Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child • Know that differences and similarities between people arise from a number of factors, including family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, and ability (see 'protected characteristics' in the Equality Act 2010). • Know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media • Discuss the signs, effects and strategies for dealing with racism, sexism, religious intolerance, xenophobia, homophobia, biphobia and transphobia. • Recognise and challenge stereotypes • Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves • Explore and critique how the media present information • Critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others • Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people • Know why and how rules and laws that protect them and others are made and enforced; know why different rules are needed in different situations and how to take part in making and changing rules	rights, duties, home, school, environment, people, places, values, customs, people, difference, diversity, identity, family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, ability, racism, sexism, religious intolerance, xenophobia, homophobia, biphobia transphobia, acceptable, unacceptable, critique, mislead, misrepresent, resolving difference, points of view, anti-social behaviour, aggression, bullying, trolling, discrimination, stereotypes, discussion, debate, money, spending, saving,	• that most friendships have ups and downs, and • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive • 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 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. • why social media, some computer games and online gaming, for example, are age restricted.

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	• Learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer • Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) • Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world • Know what is meant by enterprise and begin to develop enterprise skills	budgeting, money, interest, loan, tax, debt, resources, sustainability, economics, choices, environment, enterprise, enterprise skills, entrepreneurs	• 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 report concerns or abuse, and the vocabulary and confidence needed to do so. • the importance of self-respect and how this links to their own happiness.
Online relationships and internet safety and harms	• Know examples of online issues, which may make someone feel worried, sad, uncomfortable or frightened. • Explain some of the pressures faced when using social media and how this may negatively impact someone's online identity. • Be critical of online images and recognise the many ways images can be manipulated to change opinion or for commercial gain. Know this can include online 'influencers' posing as genuine. • Describe the ways to create a positive reputation and see how this is the same online. • Understand the risks involved with instant communication such as live streaming. Know that rash and impulsive communication can cause problems. • Know there are sites and apps, which may promote well-being and fitness, and know the potential problems with these (body image, dieting and eating disorders, promoting a product or agenda). • Know why most social media, computer games and online games have age restrictions and how to check what these age restrictions are.	information, forwarding, age-restriction, safety, online, personal information, passwords, images, media (different types), acceptable, unacceptable, influencer, manipulation, commercial, identity, well-being, streaming, reputation.	• 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. • 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 • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
Being safe (including health and prevention and basic First Aid)	• Develop strategies for keeping physically, mentally and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) • Recognise what a crime is and how committing a crime can affect lives. • Discuss which situations are anti-social, legal, illegal or unacceptable. • Know what is meant my arson and why it might be carried out. • Recognise what a weapon is, why some people may carry them and what the consequences are. Discuss what should be done if they know that someone has a gun or knife (or other weapon). • Pre-empt what risky situations may arise when home alone or walking home alone and consider ways of keeping safe. • Know that carrying a mobile phone can help you feel safe but it can also make me unsafe. Discuss the risks of carrying a mobile phone.	actions, behaviour, consequences, mobile phones, responsibility, safe use, advice, support, asking for help, safety, roads, cycle, rail, water, fire, strangers, danger, risk, safety, emergency aid, help, safety, rules	• the facts and science relating to allergies, immunisation and vaccination • the risks associated with an inactive lifestyle (including obesity). • 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). • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Physical and mental wellbeing (including mental health, healthy eating, drugs, alcohol and tobacco)	• Know that we have a right to be physically and mentally healthy and a responsibility to keep healthy • Know the importance of respecting and caring for themselves and how this links to their own happiness and mental health. • Learn how to recognise the early signs of physical illness, such as excessive weight, sudden weight loss, unexplained changes to the body, constant fatigue, weakness, shortness of breath, pain etc. • Learn a range of ways to look after their mental health and where to get help if they are concerned about their own or someone else's mental health. • Know that bullying, including online bullying, can have a negative and long lasting impact on someone's mental health.	conflicting emotions, feelings, managing feelings, balanced lifestyles, choices, health, wellbeing, drugs, alcohol, tobacco, medicines, caffeine, stimulant, energy drinks, substance, illegal,	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • • about menstrual wellbeing including the key facts about the menstrual cycle. • key facts about puberty and the changing adolescent body, particularly from age 9 through

	• Know the difference between mental health and mental illness. Know that some people suffer from mental illness and that they will need the right support as soon as possible to try and manage or treat their condition. • Know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; • Know that some drugs are restricted and some are illegal to own, use and give to others, including the consequences of using, possession and selling • Learn about 'change', particularly transition between primary and secondary school.	processing, selling, habit, change, transition	to age 11, including physical and emotional changes.
Our changing bodies and intimate relationships	• Know that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others • Learn how to take care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact. • Judge what kind of physical contact is acceptable or unacceptable and how to respond (including hurting, touching private areas, forcing). • Know the right to say 'no' and what is meant by 'consent' • Know how bodies will, and emotions may, change as they approach and move through puberty (including menstruation, wet dreams and masturbation). • Know about menstrual well-being, including key facts about the menstrual cycle, possible symptoms and simple measures to ease symptoms. • Know how sexually transmitted infections are passed, • Learn about HIV and Aids, and how they are passed on. • Understand that actions, such as grooming or female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers • Be aware that adults can realise and choose their own sexuality and have the right to be free to do so. • Be aware that everyone is assigned a gender identity at birth which may later feel not right for them • Recognise the difference between, and the terms associated with gender, gender identity and sexual orientation.	privacy, sharing, personal boundaries, confidentiality, secrets, surprises, personal safety, physical contact, touch, acceptable, unacceptable, consent, human reproduction, babies, sexual intercourse, pregnancy, contraception, parents/carers, IVF, gender, gender identity, sexual orientation, puberty, menstruation, wet dreams, masturbation, physical and emotional changes, FGM	

Appendix 2

Parent Concent Withdrawal Form

To be completed by Parents or Carers			
Name of child		**Class**	
Name of parent		**Date**	
Reasons for withdrawing from Sex Education within Relationships and Sex Education			
Any other information you would like the school to consider			
Parent/carer signature			

To be completed by the school	
Agreed actions from the discussion with parent	