



Relationship and Sex Education Policy

For Primary Schools

The policy will be promoted and implemented throughout the Trust.

| Version: | 3.1 |
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| Ratified by: | Executive Team |
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| Review date: | November 2025 (annual review) |

Revision History:

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

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1. Introduction

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

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

2. Statutory requirements

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

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

The Trust's funding agreements require it to have regard to RSE <u>guidance</u> issued by the Secretary of State, as outlined in section 403 of the <u>Education Act 1996</u>, when teaching RSE.

3. Policy development

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

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

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

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

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

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

Primary sex education will focus on:

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

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

6. Delivery of RSE

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

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

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

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

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

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

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

Inclusion of Lesbian, Gay, Bisexual and Transgender within the context of family life will be carefully planned, taking care to ensure that there is no stigmatisation of children based on their home

circumstances, recognising that there is a wide variety of different family types and parenting arrangements.

8. Roles and responsibilities

8.1 The Board of Trustees

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

8.2 The Principal

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

8.3 Staff

Staff are responsible for:

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

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

8.4 Pupils

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

9. Parents' right to withdraw

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

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

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

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

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

10. Training

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

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

11. Monitoring arrangements

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

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

Appendix 1: Relationships and sex education curriculum map

<u>Synopsis</u>

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

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

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

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

| Year group | | ARNING WITHIN <u>CAMBRIDGESHIRE SCHEME</u> THAT HAPPENS WITHIN STATUTORY PSHE IRRICULUM | CA SC | ARNING WITHIN MBRIDESHIRE HEME THAT IPPENS WITHIN RSE IIT | ST. SC | ARNING WITHIN ATUTORY IENCE IRRICULUM | LEARNING WITHIN STATUTORY R.E CURRICULUM |
|---------------|---|---|----------|---|-----------|---|---|
| Year 1 | • | Myself and my relationships – Beginning and belonging – sources of support R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources Healthy and safer lifestyles – Safety contexts R12 - How to recognise and report feelings of being unsafe or feeling bad about any aduit R34 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R29 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R29 - How to recognise and report feelings of being unsafe or feeling bad about any aduit R31 - How to recognise and report feelings of being unsafe or feeling bad about any aduit R31 - How to recognise and report feelings of being unsafe or feeling bad about any aduit R31 - How to recognise and report feelings of being unsafe or feeling bad about any aduit R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so Myself and my relations | • | Section A – Body Knowledge To recognise the main external parts of the bodies of humans Section B – Body Functions and Changes To describe what their bodies can do Section C – Body Awareness and Image To understand that they have responsibility for their body's actions and that their body belongs to them. To appreciate how amazing their body is Section D – | • | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Year 1/2 Look at how values affect a community and individuals Explain how actions can affect other people Understand that they have their own choices to make and begin to understand the concept of morals. R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R16 - The importance of self- |
| | | should respect those differences and know that other children's families are also characterised by love and care R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up R5 - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R7 - That families are important for children growing up because they can give love, security and stability R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends | • | Personal Hygiene To know how to keep themselves clean Section E– Illness/Disease Prevention | | respect and how this links to their own happiness R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority | |

| trust, sh. R10 - Th R11 - Th repaired R12 - Ho uncomfo R13 - Th characte R14 - Pra R15 - Th R16 - Th R16 - Th R17 - Th show du R18 - Ab (primaril R19 - Wi | characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, aring interests and experiences and support with problems and difficulties at healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded at most friendships have ups and downs, and that these can often be worked through so that the friendship is lo reven strengthened, and that resorting to violence is never right we to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or ortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed e importance of respecting others, even when they are very different from them (for example, physically, in er, personality or backgrounds), or make different choices or have different preferences or beliefs actical steps they can take in a range of different contexts to improve or support respectful relationships e conventions of courtesy and manners e importance of self-respect and how this links to their own happiness at in school and in wider society they can expect to be treated with respect by others, and that in turn they should he respect to others, including those in positions of authority wout different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders by reporting bullying to an adult) and how to get help hat a stereotype is, and how stereotypes can be unfair, negative or destructive here to get advice e.g. family, school and/or other sources | To understand the importance of basic hygiene, e.g. washing hands, using a tissue, and how these prevent the spread of disease | |
|---|--|---|--|
| Commu R3 - Tha should ri R4 - Tha for child R10 - Th R13 - Th characte R14 - Pra R15 - Th R16 - Th R16 - Th Show du R18 - Ab (primaril R19 - WH R22 - Th respect f | Iship – Diversity and communities – Exploring my identity, Valuing difference, Exploring my unity It others' families, either in school or in the wider world, sometimes look different from their family, but that they espect those differences and know that other children's families are also characterised by love and care It stable, caring relationships, which may be of different types, are at the heart of happy families, and are important ren's security as they grow up at healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded e importance of respecting others, even when they are very different from them (for example, physically, in er, personality or backgrounds), or make different choices or have different preferences or beliefs actical steps they can take in a range of different contexts to improve or support respectful relationships e conventions of courtesy and manners e importance of self-respect and how this links to their own happiness at in school and in wider society they can expect to be treated with respect by others, and that in turn they should the respect to others, including those in positions of authority tout different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders by reporting bullying to an adult) and how to get help hat a stereotype is, and how stereotypes can be unfair, negative or destructive at the same principles apply to online relationships as to face-to face relationships, including the importance of for others online including when we are anonymous F and my relationships – My emotions – Getting support – | | |

| | R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult | | | | |
|--------|---|--|--|---|---|
| | R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard | | | | |
| | R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so | | | | |
| | R33 - Where to get advice e.g. family, school and/or other sources | | | | |
| Year 2 | Myself and relationships – Anti bullying – Defining bullying, causes and types of bullying, how bullying makes us feel, responding to bullying, supporting others, creating safe environments R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships | Section A – The Human Life Cycle 1. To know that humans produce babies that grow into children and then into adults. Section B – Growing Up 2. To consider the ways they have changed physically | | Notice that animals, including humans, have offspring which grow into adults | Year 1/2 Year 1/2 Look at how values affect a community and individuals; Explain how actions can affect other people; Understand that they have their own choices to make and begin to understand the concept of morals. R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships |
| | R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders | since they were born. | | | |
| | (primarily reporting bullying to an adult) and how to get help R19 - What a stereotype is, and how stereotypes can be unfair, negative, or destructive | Responsibilities | | | |
| | R21 - That people sometimes behave differently online, including by pretending to be someone they are not R22 - That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous R24 - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) R27 - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe R28 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact | 3. To consider their responsibilities now and compare these with when they were younger. Section D – Parents, Carers, Families To understand the needs of babies | | | |
| | R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources | and young children. Section E – Processing the Learning 5. To understand what they have | | | R15 - The conventions o courtesy and manners R17 - That in school and in wider society they car expect to be treated wit respect by others, and that in turn they should |
| | • Healthy & Safer Lifestyles - Personal Safety – Identifying Trusted adults, Bodies, touches, secrets, Assessing risk, assertiveness, What, When, Who and How to Tell – | learned and be able to share it with others. | | | show due respect to others, including those positions of authority |

| R2 - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care | | |
|--|--|--|
| for children and other family members, the importance of spending time together and sharing each other's lives | | |
| R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | | |
| R7 - That families are important for children growing up because they can give love, security and stability | | |
| R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed | | |
| R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help | | |
| R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults | | |
| R21 - That people sometimes behave differently online, including by pretending to be someone they are not | | |
| R23- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them | | |
| R24 - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met | | |
| R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | | |
| R27 - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe | | |
| R28 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact | | |
| R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know | | |
| R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult | | |
| R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard | | |
| R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so | | |
| R33 - Where to get advice e.g. family, school and/or other sources | | |
| Myself & My Relationships - Managing Change – Recognising and Understanding Change – | | |
| R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up | | |
| R7 - That families are important for children growing up because they can give love, security and stability | | |
| R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right | | |
| R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult | | |
| R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard | | |
| R33 - Where to get advice e.g. family, school and/or other sources | | |
| | | |
| Citizenship – Rights, rules and responsibilities – responsibilities, democracy and decision making – | | |

| | | | | [| 1 |
|--------|---|---|---|---|--|
| | | R1 - That families are important for children growing up because they can give love, security and stability | | | |
| | | R2 - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives | | | |
| | | R3 - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care | | | |
| | | R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up | | | |
| | | R7 - That families are important for children growing up because they can give love, security and stability | | | |
| | | R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends | | | |
| | | R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties | | | |
| | | R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded | | | |
| | | R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right | | | |
| | | R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed | | | |
| | | R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs | | | |
| | | R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships | | | |
| | | R15 - The conventions of courtesy and manners | | | |
| | | R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority | | | |
| | | R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get | | | |
| | | R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults | | | |
| Year 3 | • | Healthy and safer lifestyles – managing risk – risky situations, receiving and giving help | Section A – Body | • | Year 3/4 |
| | | R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed | Knowledge 1. To recognise the main external parts | | Make informed choices and understand the consequences of choices |
| | | R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | | | |
| | | R16 - The importance of self-respect and how this links to their own happiness | of the bodies of humans, including | | |
| | | R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help | scientific names for sexual parts. Section B – Body Functions and Changes 2. To understand the physical differences between males and females. | | Describe how shared |
| | | R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults | | | values in a |
| | | R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | | | community can |
| | | R27 - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe | | | affect behaviour and outcomes |
| | | R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know | | | Discuss and give opinions on morals and |
| | | | | | |

| R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard | Section C – Body | values, including their |
|--|--|---|
| R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so | Awareness and Image | own. |
| R33 - Where to get advice e.g. family, school and/or other sources Myself and my relationships – beginning and belonging -making the classroom safe, building relationships, coping with new situations, sources of support R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends | 3. To value their own body recognise and its uniqueness. Section D – Personal Hygiene 4. To understand the benefits of | R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs |
| R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs | carrying regular personal hygiene routines. 5. To consider who is responsible for their personal hygiene now, and how this will change | R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationshipsR15 - The conventions of courtesy and mannersR17 - That in school and in wider society they can |
| R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R19 - What a stereotype is, and how stereotypes can be unfair, negative, or destructive R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources | the future. Section E – Illness/Disease Prevention 6. To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this. | 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 |
| Citizenship – Diversity and communities – Exploring my identity, valuing difference, exploring my community- R3 - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded | Section F – Processing the Learning 7. To understand what I have learned and be able to share it with others. | |

| R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs | |
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| R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships | |
| R15 - The conventions of courtesy and manners | |
| R16 - The importance of self-respect and how this links to their own happiness | |
| R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority | |
| R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help | |
| R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | |
| R22 - That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous | |
| Myself and relationships – My emotions – Understanding and managing feelings , getting support | |
| R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult | |
| R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard | |
| R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so | |
| R33 - Where to get advice e.g. family, school and/or other sources | |
| Citizenship – Rules, rights and responsibility – rights and responsibilities, understanding and developing rules, democracy and decision making | |
| R1 - That families are important for children growing up because they can give love, security and stability | |
| R2 - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives | |
| R3 - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care | |
| R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up | |
| R7 - That families are important for children growing up because they can give love, security and stability | |
| R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends | |
| R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties | |
| R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded | |
| R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right | |
| R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed | |
| R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs | |

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| | | R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help | | | |
| | | R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults | | | |
| Year 4 | ٠ | Healthy and safer lifestyles – Drug education – Risk, influences and support | Section A – The Human | • | Year 3/4 |
| | | R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed | Life Cycle | | Make informed choices and |
| | | R16 - The importance of self-respect and how this links to their own happiness | 1. To understand the | | understand the |
| | | R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help | main stages of the human lifecycle: birth, | | consequences of choices |
| | | R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults | baby, child, adolescent, | | |
| | | R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | adult, middle age, old age, death. Section B – Growing Up | | Describe how shared values in a community can |
| | | R27 - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe | | | |
| | | R28 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact | 2. To investigate | | affect behaviour and outcomes; |
| | | R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know | perceptions of being 'grown up'. Section C – Personal responsibilities 3. To consider their responsibilities and | | Discuss and give opinions on morals and values, including their own. R13 - The importance of |
| | | R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult | | | |
| | | R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard | | | |
| | | R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so | | | |
| | | R33 - Where to get advice e.g. family, school and/or other sources | | | respecting others, even when they are very |
| | • | Myself and my relationships – family and friends – developing friendship skills, valuing difference, families and other special people, getting support | how these have changed and how | | different from them (for example, physically, in character, personality or |
| | | R1 - That families are important for children growing up because they can give love, security and stability | they will change in | | backgrounds), or make |
| | | R2 - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives | the future. Section D – Parents, | | different choices or have different preferences or beliefs |
| | | R3 - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care | Carers and Families 4. To consider the | | R14 - Practical steps they can take in a range of |
| | | R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up | responsibilities that | | different contexts to improve or support |
| | | R5 - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong | parents and carers have for babies and | | respectful relationships R15 - The conventions of |
| | | R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | children. | | courtesy and manners R17 - That in school and |
| | | R7 - That families are important for children growing up because they can give love, security and stability | | | in wider society they can expect to be treated with |

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| (primarily reporting bullying to an adult) and how to get help | | | | |
| R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | | | | |
| | | R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | | |

| R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults |
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| R21 - That people sometimes behave differently online, including by pretending to be someone they are not |
| R22 - That the same principles apply to online relationships as to face-to face relationships, including the |
| importance of respect for others online including when we are anonymous |
| R23- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them |
| R24 - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met |
| R25 - How information and data is shared and used online |
| R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) |
| R27 - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe |
| R28 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact |
| R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know |
| R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult |
| R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard |
| R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so |
| R33 - Where to get advice e.g. family, school and/or other sources |
| |
| Myself & My Relationships - Managing Change – Recognising and Understanding Change |
| R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right |
| Healthy & Safer Lifestyles - Personal Safety – Identifying Trusted adults, Bodies, touches, secrets, assessing risk, assertiveness, what, When, Who and How to Tell – |
| R2 - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives |
| R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| R7 - That families are important for children growing up because they can give love, security and stability |
| R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |
| R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help |
| R21 - That people sometimes behave differently online, including by pretending to be someone they are not |
| R23 - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them |
| R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) |

| physical, and other, contact R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources | |
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| Year 5 Myself and relationships – beginning and belonging – making the classroom safe, building relationships, coping with new situations, sources of support R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from thers, if needed R13 - The importance of respecting others, even when they are very different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - How to recognise and report feelings of being unsafe or destructive R26 - What sorts of boundaries are appropriate in friendships with peers and othey are heard R32 - How to recognise or abuse, and the vocabulary and confidence needed to do so R33 - Where to get advice e.g. family, school and/or other sources | changes as humans develop to old age. Describe the life process of reproduction in some plants and animals. Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences Explain why individuals and communities may have similar and differing values Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences Express their own values while respecting the values of others. R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have |

| • | Healthy and safer lifestyles – managing risk – risky situations, reactions to risk strategies in risky situations, receiving and giving help | 5. To understand how the media, families | R14 - Practical steps they can take in a range of |
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| | R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from | and friends can | different contexts to |
| | others if needed | influence attitudes to | improve or support respectful relationships |
| | R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed | their bodies. | R15 - The conventions of courtesy and manners |
| | R16 - The importance of self-respect and how this links to their own happiness | Section D - Personal | R17 - That in school and |
| | R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders | Hygiene | in wider society they car |
| | (primarily reporting bullying to an adult) and how to get | 6. To know about new | expect to be treated wit |
| | R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults | aspects of personal | respect by others, and |
| | R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | hygiene relevant to | that in turn they should show due respect to |
| | R27 - About the concept of privacy and the implications of it for both children and adults; including that it is not always right | puberty. | others, including those |
| | to keep secrets if they relate to being safe | • Section E - | positions of authority |
| | R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do | Illness/Disease | |
| | not know | Prevention | |
| | R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult | 7. To know and | |
| | R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard | understand that safe | |
| | R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so | routines can stop the | |
| | R33 - Where to get advice e.g. family, school and/or other sources | spread of viruses | |
| | | (including HIV) and | |
| | | bacteria. | |
| | Myself and my relationships – my emotions - Understanding and managing feelings and the | • Section F - Processing | |
| | impact they can have, getting support | the Learning | |
| | R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult | C C | |
| | R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard | 8. To understand what | |
| | R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so | they have learned and be | |
| | R33 - Where to get advice e.g. family, school and/or other sources | able to share it with others. | |
| | | others. | |
| | Citizenship – diversity and communities - valuing difference, exploring my community | | |
| | R3 - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care | | |
| | R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up | | |
| | R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded | | |
| | R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs | | |
| | R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships | | |
| | R15 - The conventions of courtesy and manners | | |

| R12- 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 PMSelf and relationships - family and friends - Networks of special people, understanding and value gifterence, coping with relationship issues, giving and receiving support R1 - That time is are important for children growing up because they can give low, security and stability R2 - That time is are important for children growing up because they can give low, security and stability R3 - That they find the security in the control to secure the can give low, security and stability R4 - That tanking are importance of spending time together and sharing each other kines. R5 - That they grow up R8 - That the grow up R8 - That the grow up R8 - That they can gradue hyping the end time to two people to each other which is intended to be finders. R8 - That the section is making them they and section there which is intended to be finders. R9 - That their section is control and making the media there are the section there which is intended to be finders. R8 - That their section is control and the relation the provide on the section through the there are an anonymous through the there are the section through the section t | | |
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| If or children and other family members, the importance of spending time together and sharing each other's fives R3 - That other's families, either in school or in the wider world, sometimes look different from their family, but was do are R3 - That other's families, either in school or in the wider world, sometimes look different from their family, but was do are R4 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's society as they grow up R5 - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifteding R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R7 - That families are important for children growing up because they can give love, security and stability R8 - How inportant friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, shring interests and experiences and support with problems and difficulties R10 - That healthy friendships are pusitive and webcoming towards others, and do not make others feel lonely or excluded R11 - That nost friendships have ups and down, and that these can often be worked through so that the friendship is reparied or even strengthened, and that respect wightfree through not to trust, how to judge when a friendship is making them feel unhappy or unsonffortable, manging conflict, how to manage these situations and how to seek help or advice from others. R13 - The importance of seperting others, ever wightfreent from them (for example, physically, in cheraded R13 - The importance of | R1 - That families are important for children growing up because they can give love, security and stability | |
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| for children's security as they grow up B5 - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R7 - That families are important for children growing up because they can give love, security and stability R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships have ups and downs, and that these can often be worked through so that the friendship is regained or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R14 - Practical steps they can take in a range of different cortexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R16 - The importance of respecting others, to real with respect by others, and that in turn they should show due respect to others, including those in positions of authority. R19 - The conventions of courtesy and manners R19 - The time schol 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. R19 - What a stereotype is and how to stere to bullying, regionsibilities of bystanders (prioritil yeo trigoting bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (prioritil) yeo and addit and h | | |
| be lifelong R6 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed R7 - That families are important for children growing up because they can give love, security and stability R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different contexts to improve or support respectful relationships R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R16 - The importance of respect and how this links to their own happiness R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarity porting bullying to an adult) and how tog et R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | | |
| others if needed R7 - That families are important for children growing up because they can give love, security and stability R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends P9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The innopriance of self-respect and how this links to their own happiness R16 - The importance of self-respect and how this links to their own happiness R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including these in positions of authority R18 - About different types of bullying, he impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | | |
| R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R16 - The importance of self-respect and how this links to their own happiness R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | | |
| R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different contexts to improve or support respectful relationships R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The importance of self-respect and how this links to their own happiness R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including ryberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R18 - About different types of bullying, he impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R19 - What a stereotype is, and how stereotypes can be unfair, negative | R7 - That families are important for children growing up because they can give love, security and stability | |
| trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The importance of self-respect and how this links to their own happiness R16 - The importance of self-respect and how this links to their own happiness R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including choerhority R18 - About different types of bullying, (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends | |
| R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never rightR12 - 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 neededR13 - 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 beliefsR14 - Practical steps they can take in a range of different contexts to improve or support respectful relationshipsR15 - The importance of self-respect and how this links to their own happinessR17 - 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 authorityR18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to getR19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | | |
| repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different contexts to improve or support respectful relationships R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R16 - The importance of self-respect and how this links to their own happiness R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded | |
| uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R16 - The importance of self-respect and how this links to their own happiness R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | | |
| character, personality or backgrounds), or make different choices or have different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships R15 - The conventions of courtesy and manners R16 - The importance of self-respect and how this links to their own happiness R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | | |
| R15 - The conventions of courtesy and manners R16 - The importance of self-respect and how this links to their own happiness R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | | |
| R16 - The importance of self-respect and how this links to their own happiness R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships | |
| R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | R15 - The conventions of courtesy and manners | |
| show due respect to others, including those in positions of authority R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | R16 - The importance of self-respect and how this links to their own happiness | |
| (primarily reporting bullying to an adult) and how to get R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | | |
| | | |
| R33 - Where to get advice e.g. family, school and/or other sources | R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | |
| | R33 - Where to get advice e.g. family, school and/or other sources | |

| Year 6 | • | Myself and my relationships – anti bullying – Defining bullying, causes and types of bullying how | Section A - The Human Lifecycle | • Sex education sessions | Year 5/6 |
|--------|---|---|---|--------------------------|--|
| | | bullying affects us, supporting others, cyberbullying, creating safe environments R8 - How important friendships are in making us feel happy and secure, and how people choose and make friends | - | 565510115 | Explain why |
| | | R9 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties | 1. To know about the facts of the human | | individuals and communities may |
| | | R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded | lifecycle, including sexual intercourse. | | have similar and |
| | | R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right | sexual intercourse. | | differing values.Show an awareness |
| | | R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed | Section B – Growing Up | | of morals, question morals and |
| | | R13 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs | 2. To be able to | | demonstrate an ability to make |
| | | R14 - Practical steps they can take in a range of different contexts to improve or support respectful relationships | recognise their changing emotions | | choices, |
| | | R15 - The conventions of courtesy and manners | with friends and family | | understanding the |
| | | R16 - The importance of self-respect and how this links to their own happiness | and be able to express | | consequences. |
| | | R17 - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority | their feelings and | | Express their own values while respecting the |
| | | R18 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get | concerns positively. | | values of others. R13 , R14 , R15 , R17 |
| | | R19 - What a stereotype is, and how stereotypes can be unfair, negative or destructive | • Section C – Personal | | K14, K15, K17 |
| | | R20 - The importance of permission-seeking and giving in relationships with friends, peers and adults | responsibilities | | |
| | | R21 - That people sometimes behave differently online, including by pretending to be someone they are not | 3. To consider how | | |
| | | R22 - That the same principles apply to online relationships as to face-to face relationships, including the | they have some | | |
| | | importance of respect for others online including when we are anonymous | responsibility for the | | |
| | | R23- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them | feelings and well-being of others. | | |
| | | R24 - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met | | | |
| | | R25 - How information and data is shared and used online | Section D – Parents, | | |
| | | R26 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | Carers and Families | | |
| | | R27 - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe | 4. To consider the need for trust and love | | |
| | | R28 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact | in marriage and | | |
| | | R29 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know | established relationships. | | |
| | | R30 - How to recognise and report feelings of being unsafe or feeling bad about any adult | 5. To have a basic | | |
| | | R31 - How to ask for advice or help for themselves or others, and to keep trying until they are heard | awareness of | | |
| | | R32 - How to report concerns or abuse, and the vocabulary and confidence needed to do so | responsible parenting | | |
| | | R33 - Where to get advice e.g. family, school and/or other sources | choices. | | |

| • | Citizenship – rules, rights and responsibilities - rights and responsibilities, understanding and developing rules, democracy and decision making R1 - That families are important for children growing up because they can give love, security and stability R2 - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives R3 - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care R4 - That table, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up R7 - That families are important for children growing up because they can give love, security and stability R8 - How important friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties R10 - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded R11 - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right R12 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed R13 - The importance of respecting others, even when they are very different preferences or beliefs R14 - Practical steps they can take in a range of different contexts to i | 6. To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families. | |
|---|--|--|--|
| • | Healthy and safer lifestyles - Personal Safety- safety rules, bodies, touches, secrets, assessing risk, assertiveness, what, when, who and how to tell R2 - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives R7 - That families are important for children growing up because they can give love, security and stability | | |

| | 2 - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or comfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |
|------------|--|
| | 3 - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders imarily reporting bullying to an adult) and how to get |
| | - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from ers if needed |
| R2: | ${f L}$ - That people sometimes behave differently online, including by pretending to be someone they are not |
| R23 the | 3- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report m |
| R26 | 5 - What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) |
| | 7 - About the concept of privacy and the implications of it for both children and adults; including that it is not always right keep secrets if they relate to being safe |
| | 3 - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe /sical, and other, contact |
| | 9 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do know |
| R30 |) - How to recognise and report feelings of being unsafe or feeling bad about any adult |
| R3: | ${\sf L}$ - How to ask for advice or help for themselves or others, and to keep trying until they are heard |
| R32 | 2 - How to report concerns or abuse, and the vocabulary and confidence needed to do so |
| R33 | 3 - Where to get advice e.g. family, school and/or other sources |

Appendix 2: Relationships Education - Knowledge that pupils should have by the end of primary school

For further details, please refer to pages 19-22 of <u>Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)</u>

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

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

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

Appendix 3: Physical Health and Mental Wellbeing - Knowledge that pupils should have by the end of primary school

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

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

| Internet safety and harms | that for most people the internet is an integral part of life and has many benefits. |
|----------------------------|---|
| | • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. |
| | • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. |
| | • why social media, some computer games and online gaming, for example, are age restricted. |
| | • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. |
| | how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. |
| | where and how to report concerns and get support with issues online. |
| Physical health and | the characteristics and mental and physical benefits of an active lifestyle. |
| fitness | • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. |
| | the risks associated with an inactive lifestyle (including obesity). |
| | • how and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | what constitutes a healthy diet (including understanding calories and other nutritional content). |
| | the principles of planning and preparing a range of healthy meals. |
| | • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |

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

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

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

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

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

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

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