



# Hardwick and Cambourne Community Primary School

## Relationship and Sex Education Policy

Date Reviewed: Spring 2026

Reviewed by: Governing Body

Next Planned Review: Spring 2027



## Safeguarding Statement

At Hardwick and Cambourne Community Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Hardwick and Cambourne Community Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

# 1 Context

This Relationships Education Policy should be read in conjunction with our PSHE Policy.

## 1.1 Relationships Education in our school

We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

Relationships Education makes a major contribution to fulfilling our school's vision and values which:

### Our School Vision

At HCCPS, our children are at the heart of everything we do. It is therefore our aim to ensure that our children are:  
Happy Confident Creative Proud Successful  
individuals who are equipped with the skills and knowledge needed to thrive, not only in their learning, but in life too.

### Our School Values

We foster the five principles of happiness, confidence, creativity, pride and success by holding the following values at the core of everything that we do.

#### Love of learning

- We provide engaging and purposeful learning opportunities that promote curiosity, creativity and critical thinking.
- Our curriculum includes rich and varied topics, which provide memorable learning opportunities that inspire our children.
- We equip the children with a broad range of skills and knowledge that prepare them for their next stage of education.
- Our staff are learners themselves; their high quality teaching and our creative curriculum instils a life-long love of learning.

#### Inclusive Culture

- We welcome the diversity of our school community and celebrate our similarities and differences.
- We know every child matters and value their individuality
- We pride ourselves on the support we offer to children with special educational needs and disabilities which allows them to thrive and realise their potential.

#### Sense of Belonging

- Our positive relationships with children mean they can express their feelings or worries with our staff.
- Our nurturing environment helps all pupils feel they belong so that they are able to develop their individual talents and abilities, and enjoy their time in school
- Our unique sense of community builds strong connections with our families and this provides the best foundation on which to support our children.
- We provide a safe environment for our children and families.

#### Respect

- We instil in our children the understanding that our actions can have both positive and negative consequences and we support our children to take responsibility for those choices and actions.
- We consider the feelings of others and we treat everyone with dignity and kindness.
- We set high standards of behaviour and lead by example - this is the same for both staff and children.

#### Resilience

- We encourage all our children to have high expectations and to take pride in their work and accomplishments.
- Our children embrace challenge, developing the ability to work through difficulties whilst staying positive
- Our staff develop each child's resilience and confidence, enabling them to take risks with their learning and have the confidence to make mistakes and learn from them.

And finally, we have FUN!

## 1.2 Context of Wider PSHCE

We deliver Relationships Education and Sex Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide. For example, through our whole school graduated approaches to behaviour and mental health and wellbeing, whole school initiatives such as Antibullying Week and through a range of other subjects such as PE, science.

## 1.3 Intent of Our Relationships Education Curriculum

Through the delivery of Relationships Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

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

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop healthy, respectful, caring relationships based on mutuality, reciprocity and trust
- develop skills to help them build and maintain healthy relationships in good times and bad
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- build their understanding of the variety of views, beliefs and identities that shape families and relationships
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

## 2 Implementing our policy

### 2.1 Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and we ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- the accessibility and appropriateness of teaching resources
- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in child-child or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

### 2.2 Equality

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy, which enable pupils to understand the rights and responsibilities we all have towards one another. We strive to ensure that every child feels valued and represented in our school as a whole and specifically through our Relationships Education provision.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils or their families because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles, beliefs and family structures so that all children see themselves and their families reflected back in their lessons.
- We will ensure that the law in relation to, for example, equality, marriage, online behaviours, sexuality, discrimination and violence are explained in age appropriate ways.
- We will not seek to gain consensus, but will accept and celebrate difference, and enable children to develop respectful, inclusive communication skills.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to build positive communication skills and empathy, we will teach in mixed-sex groups. We will offer small single-sex groups where cultural or religious views or beliefs cause children and/or their families to feel uncomfortable in mixed-sex groups. When teaching in single-sex groups, the needs of non-binary children and their parents/carers will be taken into account.
- We will encourage, respect and build skills to enable children to identify and report abusive and exploitative behaviours.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

## 2.3 Safeguarding

We understand the importance of high-quality Relationships Education as we fulfil our statutory safeguarding duties. Relationships Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent child on child abuse (Ref KCSIE 2025 para 128-30).

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM) (KCSIE 2025 p162). All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

## 2.4 Development of the Policy

This policy has been developed by the Cambridgeshire PSHE service. It also takes into account the views of parents, pupils, staff and governors.

Individual parents/carers are not able to veto curriculum content (Ref DfE RSHE para 56) The final decision on policy and delivery has been made by the governors in collaboration, having listened to the needs and views of the school community.

## 3 Involving the whole school community

### 3.1 Working with Staff

Teaching Relationships Education and Sex Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non-statutory areas such as Sex Education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education and Sex Education. We will also encourage the sharing of good between colleagues in our school and further afield. We may also use team teaching to develop teacher confidence.

Those with special responsibility for the development of Relationships Education and Sex Education will be offered opportunities to consult with advisors and attend external training courses.

### 3.2 Engaging with Pupils

We recognise that an inclusive and well-sequenced Relationship Education and Sex Education curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging (Red DfE RHSE para 15a). We will involve pupils in the evaluation and development of the Relationships Education curriculum in ways appropriate to their age. We will seek opportunities to discuss children's views about the content, accessibility and relevance of their lessons.

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.
- We will engage the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning and set goals for future learning.
- We will consult pupils (e.g. through School Council) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

### 3.3 Working with Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties. The ultimate responsibility for this policy and the effective delivery of RSE lies with the Governing Body.

It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of a governors' meeting.

It is the role of governors to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers about curriculum purpose, content and teaching materials
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

### 3.4 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in

addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering Relationships Education (Ref DfE RHSE para 55). We will encourage this partnership by:

- Sharing information about our curriculum on our website
- Informing parents/carers by newsletter or leaflet of forthcoming Relationships Education topics e.g. Personal Safety, Anti-bullying and RSE
- Inviting parents to learn more about the approaches used in Relationships Education and Sex Education through drop ins or information sessions
- Providing supportive information about parents'/carers' role in Relationships Education, enabling them to speak with their children at home
- Inviting parent/carers to discuss their views and raise questions about Relationships Education through arranged meetings
- Signposting parents/carers to sources of information support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

### 3.4.1 Sharing Teaching Materials with Parents/Carers

We recognise that it is in the best interests of our children that we engage with parents/carers on the content of Relationships Education and Sex Education and share with transparent, our lesson outlines and teaching materials (Red DfE RHSE para 15b)

We will share a representative sample of the teaching materials for RSE that children will use with parents/carers, enabling them to continue conversations at home. This sample will be shared through letters to parents, curriculum maps and a drop-in information session for parents to view teaching resources

### 3.5 Working with External Agencies and the Wider Community

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. We plan for school staff to deliver all Relationships Education and Sex Education content. We may invite visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met and the visitors adhere to the content coverage agreed in this policy.

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

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

## 4 Curriculum Organisation and Delivery

Our Relationships Education Curriculum (see appendix A) is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2025), National Curriculum (2014), other DfE and Ofsted guidance. It

also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group where children revisit and build on knowledge and concepts as they progress through the school. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful, kind relationships
- Online safety and awareness
- Being Safe

Our PSHE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. Topics where Relationships Education objectives are significant are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities

Relationships Education will be taught in:

- PSHE through designated lessons, circle time, focused events, health weeks
- Other curriculum areas, especially Science, English, RE, PE and computing
- Enrichment activities, especially our assembly programme, involvement in school trips and adventurous activities, activities carried out as part of our personal development program

## 4.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, respecting other people's viewpoints and working together are practised in all PSHCE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to build relationship skills, reflect on our needs and views, explore other people's perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach, we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire. These questions are set out in the Cambridgeshire PSHE service Personal Development Frameworks.

### 4.1.1 Creating a Safe Learning Environment

Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- when information might be shared outside the lesson, in accordance with safeguarding duties
- strategies for checking or accessing information.

## 4.1.2 Distancing Techniques

In order to protect children's privacy and to enable them to better learn about concepts without emotional distress, we will employ teaching strategies which enable them to discuss issues without disclosing personal experience or encouraging personal reflection on matters which may have been difficult or traumatic. For example, we will use fiction, puppets, case studies, scenarios and role-play, to enable children to share ideas and opinions about third parties and to practise their decision-making skills without building emotional discomfort or distress.

## 4.1.3 Single-Sex groups

Alongside our mixed-sex groups, we may use single-sex groups or small group teaching where this will help us to meet the needs of those with cultural, religious or other backgrounds which make it difficult for them to comfortably access the statutory curriculum in a mixed-sex group. We will discuss the needs of non-binary students (whose gender identity is outside the binary of boy/girl) with parents/carers and the pupils themselves, when deciding on grouping arrangements.

## 4.2 Relationships and Sex Education (RSE)

Our RSE topics combine elements of the statutory content in Relationships Education and Health Education with non-statutory content in 'Sex Education'. See Section 5 below.

### 4.2.1 Our Aims for 'RSE'

We recognise that children learn about relationships and their growing and changing bodies at home and at school. We believe that a partnership between home and school is the most supportive environment for learning in this area. At school children primarily learn about RSE topics through planned lessons, but also through wider provision and our inclusive school environment.

This topic includes content taken from the 'Families and People who Care for me' and 'Being Safe' sections of the DfE statutory guidance for Relationships Education. It is also the main location of teaching statutory content from the 'Developing Bodies' element of Health Education, along with some aspects of 'Health Protection and Prevention'.

In addition to our broad aims for Relationships Education, in our planned lessons on Relationships and Sex Education we aim to ensure that children:

- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- be prepared for puberty and the emotional and physical effects of body changes, including menstruation
- understand the attitudes and skills needed to maintain personal hygiene.

### 4.2.2 Our School Context

Our topic, RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and developing bodies). This combination offers the best location for our provision of non-statutory sex education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, sexual reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We may deliver introductory teaching about puberty at Y4, depending on the needs of each cohort. Parents will be informed about any additional teaching being offered at Y4.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of

particular children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

### 4.3 'Family and people who care for me' and 'Caring friendships'

This area of the statutory content is delivered in a variety of different topics in our programme. Key topics for delivering content are 'Anti-Bullying' and 'Family and Friends'.

#### 4.3.1 Our Aims for 'Anti-bullying' and 'Friends and Family'

We recognise that children learn about skills which contribute to their ability to build and sustain healthy relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school ethos, wider enrichment opportunities and the interventions and support offered, all contribute to the development of these skills.

These two topics contain the main location of our teaching on the statutory content from the 'Families and People who care for me' and 'Caring Friendships' section of the DfE statutory guidance for Relationships Education.

In addition to our broad aims for Relationships Education, in our planned lessons on Anti-bullying and Family and Friends we aim to ensure that children:

- Learn skills for developing and sustaining healthy friendships
- Are able to apply principles of mutuality, equality, respect and loyalty across different types of relationships
- Are able to identify coercion, manipulation and power imbalance across different types of relationships
- Learn that empathy, communication skills, emotional literacy and positive mental health all contribute to healthy relationships
- Learn about the breadth of different family structures, lifestyles, religions and cultures and understand how to show respect and celebrate difference
- Are able to ask for support and support others when relationships are tough.

#### 4.3.2 Our School Context

We weave a variety of approaches which support Anti-bullying into the wider life of our school e.g. participation in Anti-bullying, assembly programme.

We offer a variety of interventions and support to children experiencing friendship difficulties or experiencing bullying e.g. ELSA, play leaders, trained MDSA's.

All members of staff understand their role in supporting our strong anti-bullying culture.

Other school policies which are particularly relevant to our work to support mental health are Safeguarding, Behaviour, Anti-bullying, Acceptable Use.

### 4.4 Respectful, kind relationships

This area of the statutory content is delivered in a variety of different topics in our programme. A key topic for delivering content is 'Diversity and Community'.

#### 4.4.1 Our aims for 'Diversity and Community'

We recognise that children learn about diversity in a variety of different ways and from a variety of sometimes contradictory sources. We will carry out our responsibilities under the Public Sector Equalities Duty to reduce discrimination, advance equality of opportunity and encourage good relations between different groups. We hope that our topic on Diversity and Community will support children to prepare for the opportunities, responsibilities and

experiences of later life in modern Britain (Education Act 2020/Academies Act 2010) where they will meet a wide range of diverse people with different characteristics, including the protected characteristics: age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, and sexual orientation.

This topic includes content taken from the 'Respectful, kind relationships' sections of the DfE statutory guidance for Relationships Education and supports us in teaching children about the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This topic also provides a vehicle for us to carry out our responsibilities to prevent child on child abuse (KCSIE 2025) particularly in the context of prejudiced language or behaviours and prejudiced related bullying.

In addition to our broad aims for Relationships Education, in our planned lessons on Diversity and Community we aim to ensure that children:

- develop their understanding that they and others should be treated with respect, including those who are different from them (physically, in character, in personality or background) or who make different choices or preferences or have different beliefs.
- build a strong sense of their own identities and the different and changing facets that contribute to these.
- understand about stereotypes and how to identify and challenge them.
- understand the benefits for them and others of engaging in a range of ways in their immediate and wider communities.

## 4.4.2 Our School Context

In our lessons we plan to 'reflect back' the views and experiences of different families, so that every child is able to hear familiar and unfamiliar views, learning respectful communication, even if there is disagreement. We will ensure that information we share is medically and legally accurate.

### 4.4.2.1 LGBT Content

We note the DfE's encouragement that primary schools should teach about 'healthy, loving relationships' (DfE RSHE paras 67-72). We will therefore teach about same sex relationships in the context of a wide range of family structures, in age-appropriate ways that will be familiar to our children, so that they understand that their peers' families might not be the same as theirs.

We understand that there is significant, current debate about the concept of gender identity, that parents/carers will have different views and that children will have heard some of these. We will enable children to reflect on differing views with empathy and respect. We will teach children to identify and challenge stereotypes based on gender and any negative behaviours that stem from sexism or misogyny. We will ensure that children are aware that those with the protected characteristic of gender reassignment or sexual orientation must be treated kindly, with respect and without prejudice.

### 4.4.2.2 Religion and belief

We recognise that parents/carers in our school community may hold differing religious views and beliefs, even if they follow the same religion. We will encourage them to talk with us about these views so that we can 'reflect them back' to the children, in our lessons. We may use phrases such as 'Some people believe X, some people believe Y.' We will be clear when we are delivering content that reflects religious belief. We will not ask children to explain their family's religious perspective on a topic, unless they choose to do so. We will make it clear when we are teaching about the law or medical fact.

## 4.5 Being Safe

This area of the statutory content is delivered in a variety of different topics in our programme. A key topic for delivering this content is 'Being Safe'.

### 4.5.1 Our Aims for 'Being Safe'

A culture of safeguarding runs through everything we do in school. In this topic, we aim to proactively teach skills and attitudes which will enable children to keep themselves safer.

This topic includes content taken from the 'Being safe' section of the DfE statutory guidance for Relationships Education and supports us in fulfilling our duties (KCSIE 2025) to prevent child on child abuse and to enable children to report concerns and abuse, both on and offline.

In addition to our broad aims for Relationships Education, in our planned lessons on 'Being Safe' we aim to ensure that children:

- understand about boundaries in peer and child/adult relationships and how to communicate about these.
- understand concepts of bodily autonomy and privacy.
- recognise when a relationship is harmful or abusive and be able to report abuse or concerns about behaviour on or offline.
- develop skills to communicate concerns and to be persistent with trusted adults.

### 4.5.2 Our School Context

Children will learn a broad range of safeguarding skills and strategies which will be exemplified and reinforced through our teaching content and through everyday practice and consistent adult role modelling and support. In line with our safeguarding policies, all adults will be trained to respond to any behaviour or concern that might indicate a safeguarding need.

## 4.6 Online Safety and Awareness

This area of the statutory content is delivered in a variety of different topics in our programme. A key topic for delivering content is 'Digital Lifestyles'.

### 4.6.1 Our Aims for 'Digital Lifestyles'

In this topic, we aim to proactively teach skills and attitudes which will enable children to reap the benefits of the increased technological connectivity, whilst ensuring that they and their parents/carers are aware of the skills and actions they should take to keep themselves safer.

This topic includes content taken from the 'Online Safety and Awareness' section of the DfE statutory guidance for Relationships Education. It should be noted however that many elements of 'Online Safety and Awareness' are addressed in other topic areas, such as 'Family and Friends' and 'Anti-bullying'.

In addition to our broad aims for Relationships Education, in our planned lessons on 'Digital Lifestyles' we aim to ensure that children:

- understand how to show the same levels of respect in online interactions as in those which are face to face.
- develop critical thinking skills about the information they see online and the interactions they have.
- develop understanding that some content online is not appropriate for children and build skills to report and ask for help, when they encounter it.
- recognise the benefits and risks of sharing information online and how to seek help.

### 4.6.2 Our School Context

Every school in the country is finding its way through the new opportunities and risks that use of technology brings. We recognise that we must work in partnership with parents/carers to inform them about the risks to their child's health and wellbeing of unrestricted or poorly supervised online activity.

We recognise that our Safeguarding duties extend to the online world, not just in protecting children from predatory adults, but from children's interpersonal difficulties which may be caused and/or exacerbated by the use of technology. We are aware of our duties in KCSIE to keep children safe online and to prevent child on child abuse.

## 4.7 Curriculum Materials and Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering Relationships Education and Sex Education. We will avoid a 'resource-led' approach, instead we will focus on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives and the needs of the children. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our curriculum for Relationships Education.
- relate to the aims and objectives of this policy.
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children.
- appeal to adults and children.
- are up-to-date in factual content.
- are produced by a reputable organisation.
- do not show unfair bias e.g. towards a commercial product, religious view point.
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity.
- encourage active and participative learning.
- conform to the statutory requirements for Relationships Education.

## 4.8 Safe and Effective Practice

- Staff are unable to offer absolute confidentiality in line with safeguarding practices
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

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

### 4.8.1 Answering Children's Questions

We acknowledge that sensitive and complex issues will arise in Relationships Education and Sex Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below, to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, but within our curriculum plan (YR-Y6), in a sensitive and age-appropriate way, only to the pupil/s who have asked the question. If a member of staff is uncertain about the answer to a question which goes beyond the planned content for that age group, or indeed whether they wish to answer it, they will seek guidance from the PSHE lead/Designated Safeguarding Lead. In some cases the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in

the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school's Safeguarding policy.

## 4.9 Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Guidance provided in the Cambridgeshire Primary PDP will be used.

From time to time the PSHE lead will ask staff to reflect on the effectiveness of learning in particular units of work and monitor teaching and learning through work and planning scrutiny, learning walks and pupil interviews.

We will also use a class record book to record whole class discussions and samples of key learning activities and group work in PSHE.

Teachers formatively assess in PSHE lessons and adapt accordingly to meet the needs of pupils. Teachers make a summative teacher assessment judgement at the end of each year based on a best fit approach against each phase PSHE assessment statements.

## 5 Sex Education Policy

### 5.1 Definition of Sex Education

We define Sex Education as learning about human conception and birth.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

### 5.2 Consultation about Sex Education

We have taken into account the DfE's recommendation that all primary schools have a Sex Education programme (Ref DfE RSHE para 30) and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

Staff and governors have been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education and RSE (Ref DfE RSHE para 31).

### 5.3 Content of Sex Education

The content of our Sex Education programme will be gradually developed in an age-appropriate way. The children will not learn detailed biological information about human sexual reproduction until Y5/6. They will learn about sexual intercourse in the context of sexual reproduction.

**Y1/2** will learn that human babies grow inside their mothers and that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.)

This learning is part of the Science curriculum and parents/carers do not have the right to withdraw their child. It is included here as it is the beginning of a progression of learning.

**Y3/4** will learn that every human began when a seed from a male and an egg from a female join. They will not yet learn about how egg and sperm join. This learning is classed as Sex Education and parents have the right to withdraw.

**Y5/6** will learn about human sexual reproduction and other ways that eggs and sperm are joined (e.g. IVF) in age-appropriate biological detail. They will learn about vaginal birth and caesarean section in age-appropriate ways, reflecting the stories of children and families they know. The children will learn of the existence of contraception, reflecting their awareness levels. They will be taught where to obtain it or how to use it. This learning is classed as Sex Education and parents have the right to withdraw.

### 5.4 Teaching Methodologies

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. We will avoid resource-led approaches which rely on worksheets or lengthy audio visual resources. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently, and to understand the relevance of puberty to sexual reproduction.

## 5.5 Delivery of the Sex Education Curriculum

Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents/carers will be informed by letter/email about the content of the curriculum in advance of teaching and will be invited to view teaching resources and talk to staff if they have questions.

Teachers will be offered support to develop their skills and to learn from others where needed.

## 5.6 Right to be withdrawn from Sex Education

Ref DfE RSHE paras 16-23. Parents/carers have the right to request that their child be withdrawn from some or all of Sex Education. Before granting any such request the Head Teacher will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the purpose of the curriculum to enhance safety and wellbeing. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes (Ref DfE RSHE paras 16-23).

We will consider compromise arrangements *which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group)*.

We will offer support to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education linked to other areas of RHE during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

## 6 Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the PSHE lead/head teacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, the PSHE Leader, parents/carers and pupils to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from Sex Education.

## 7 Appendices

### Our Relationships Education Curriculum

Our PSHE curriculum overview demonstrates when PSHE units are taught, which includes our relationship education curriculum:

<p>Reception</p> <p><b>Early Learning Goals</b></p> <p><b>Health and self-care:</b> children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><b>Managing feelings and behaviour:</b> children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>Making relationships:</b> children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p><b>People and communities:</b> children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>The world:</b> children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>		
Autumn	Spring	Summer
<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Label and express their feelings and consider the feelings of others.</p> <p>Establish and understand the reasons for rules.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Be confident to try new activities and show independence.</p> <p>Identify and moderate their own feelings socially and emotionally, give children strategies for staying calm in the face of frustration, support children through co-regulation (taking turns, waiting politely, tidying up)</p>	<p>Think about the perspectives of others</p> <p>Manage their own basic hygiene and personal needs including dressing, toileting, washing hands and understanding the importance of healthy food choices.</p> <p>Support children with executive function (support them with the skills to complete tasks, pay attention, shift focus, organise, plan ahead, follow multi-steps instructions and directions, regulate emotions, remember details)</p>

Y1-6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 C 1	<p>Beginning &amp; Belonging</p> <p>Myself and my online identity</p>	<p>Conflict resolution</p> <p>Anti-Bullying</p>	<p>Family &amp; Friends</p>	<p>Personal Safety</p> <p>Relationship and Sex Education (Split year groups)</p>	<p>Diversity and Communities</p>	<p>Managing Change</p>
Year 1/2 C 2	<p>Rights, Rules &amp; Responsibilities</p> <p>Myself and my online identity</p>	<p>Drug Education</p> <p>Anti-Bullying</p>	<p>My Emotions</p> <p>Relationships and Sex Education (Split year groups)</p>	<p>Managing Safety and Risk</p>	<p>Working Together</p>	<p>Financial Capability</p> <p>Healthy lifestyles</p>
Year 3/4 C 1	<p>Beginning &amp; Belonging</p> <p>Myself and my online identity (taught through the first two sessions of Computing)</p>	<p>Conflict resolution</p> <p>Anti-Bullying</p>	<p>Family &amp; Friends</p>	<p>Relationship and Sex Education (Split year groups)</p>	<p>Personal Safety</p> <p>Diversity and Communities</p>	<p>Managing Change</p>
Year 3/4 C 2	<p>Rights, Rules &amp; Responsibilities</p> <p>Myself and my online identity</p>	<p>Drug Education</p> <p>Anti-Bullying</p>	<p>My Emotions</p> <p>Relationships and Sex Education (Split year groups)</p>	<p>Managing Safety and Risk</p>	<p>Working Together</p> <p>Financial Capability</p>	<p>Healthy lifestyles</p>

Year 5/6 C 1	<b>Beginning &amp; Belonging</b>  <b>Myself and my online identity</b> (taught through the first two sessions of Computing)	<b>Conflict resolution</b>  Anti-Bullying	<b>Family &amp; Friends</b>	<b>Personal Safety</b>  <b>Relationship and Sex Education</b> (Split year groups)	<b>Diversity and Communities</b>	<b>Managing Change</b>  + Y6 Drug education refresher
Year 5/6 C 2	<b>Rights, Rules &amp; Responsibilities</b>  <b>Myself and my online identity</b>	<b>Drug Education</b>  Anti-Bullying	<b>My Emotions</b>  <b>Relationships and Sex Education</b> (Split year groups)	<b>Managing Safety and Risk</b>	<b>Working Together</b>	<b>Financial Capability</b>  <b>Healthy lifestyles</b>  + Y6 Drug education refresher

Myself and My Relationships			
	Y1/2	Y3/4	Y5/6
Beginning and Belonging	<p><i>Section A - Making The Classroom Safe 4</i> 1. To participate in discussions about how to make the classroom a place where they can learn safely and happily.</p> <p><i>Section B - Building relationships 5</i> 2. To participate in activities that enable them to develop collaborative relationships within the class.</p> <p><i>Section C - Coping With New Situations 6</i> 3. To recognise what it feels like to be new in school. 4. To have some ideas about how to make new people feel welcome in the class. 5. To know who and what might help them if they are in a new situation.</p> <p><i>Section D - Sources of support 9</i> 6. To be able to identify adults who can help them if they need support. 7. To know how to ask for help, and to have some ideas about how they can help each other.</p>	<p><i>Section A - Making the classroom safe 4</i> 1. To be able to contribute to discussions about how to make the classroom a place where they can learn safely and happily.</p> <p><i>Section B - Building Relationships 5</i> 2. To contribute to approaches and activities for building collaborative relationships within their class.</p> <p><i>Section C - Coping with new situations 7</i> 3. To recognise the emotions involved in being in a new situation. 4. To know how to make new people feel welcome in the class and in the school. 5. To know what might be helpful for them if they are in a new situation.</p> <p><i>Section D - Sources of Support 9</i> 6. To be able to identify people in their support networks, whom they know in different contexts of their lives. 7. To know when they might need help, how to ask for it and to have some ideas about how to help other people in different situations.</p>	<p><i>Section A - Making the classroom safe 4</i> 1. To be able to develop ideas about how to make the classroom a place where they can learn safely and happily.</p> <p><i>Section B - Building Relationships 5</i> 2. To develop strategies for building collaborative relationships within the class and the school.</p> <p><i>Section C - Coping with new situations 7</i> 3. To recognise, for themselves and for others, the emotions involved in being in a new situation. 4. To know how to make new people feel welcome, in a range of situations in and out of school. 5. To develop strategies for themselves for coping with new situations.</p> <p><i>Section D - Sources of support 11</i> 6. To be able to identify a range of sources of support and know how to seek help. 7. To develop approaches to offering help and support to other people.</p>

Anti-bullying	<p><i>Section A - Defining Bullying 4</i></p> <p>1. To begin to understand what bullying is and recognise examples of physical, verbal and simple indirect forms of bullying including cyberbullying.</p> <p><i>Section B - Causes and Types of Bullying 5</i></p> <p>2. To begin to understand simple reasons for why bullying happens and that it is an unacceptable form of behaviour.</p> <p>3. To begin to understand that bullying may happen when people do not respect and value similarities and differences between people.</p> <p><i>Section C - How Bullying Makes Us Feel 7</i></p> <p>4. To understand how it feels to be bullied.</p> <p>5. To understand how it feels to see someone else being bullied. To understand how someone who bullies may feel.</p> <p><i>Section D - Responding to Bullying 8</i></p> <p>6. To identify some people in and out of school who they can talk to if they were being bullied.</p> <p>7. To develop simple strategies for keeping themselves safe from bullying including how to respond assertively.</p> <p><i>Section E - Supporting Others 11</i></p> <p>8. To understand simple ways to help someone who is being bullied and understand what to do if they see bullying happening.</p> <p><i>Section F - Creating Safe Environments 12</i></p> <p>9. To identify places in school where bullying may happen.</p> <p>10. To identify ways that the school can promote a caring ethos and encourage positive and safe relationships.</p>	<p><i>Section A – Defining Bullying 4</i></p> <p>1. To understand the key characteristics of bullying.</p> <p>2. To understand different forms of bullying including cyberbullying.</p> <p><i>Section B - Causes and Types of Bullying 7</i></p> <p>3. To understand a range of reasons why bullying happens.</p> <p>4. To understand how bullying can occur when people do not value and respect difference and diversity.</p> <p><i>Section C - How bullying affects us 12</i></p> <p>5. To understand the feelings of people who are bullied, bystanders and people who bully and how this might affect the way they think and behave.</p> <p><i>Section D - Responding to Bullying 13</i></p> <p>6. To understand strategies for keeping themselves safe from bullying including how to respond assertively.</p> <p>7. To understand strategies for responding to bullying in a range of contexts.</p> <p><i>Section E - Supporting others 18</i></p> <p>8. To understand a range of ways to make someone who is being bullied feel better.</p> <p>9. To understand what bystanders can do to improve the situation if they see bullying happening to someone else.</p> <p><i>Section F - Creating safe environments 20</i></p> <p>10. To identify places in school where bullying may happen.</p> <p>11. To identify ways of making the school a safer place where bullying is less likely to happen.</p>	<p><i>Section A - Defining bullying 4</i></p> <p>1. To be able to define bullying including the key characteristics and forms of bullying.</p> <p>2. To understand and be able to compare and contrast different forms of bullying i.e. physical, verbal, indirect, cyberbullying.</p> <p>3. To recognise similarities and differences in the bullying behaviours of girls and boys.</p> <p><i>Section B - Causes and types of bullying 9</i></p> <p>4. To understand personal factors or circumstances that may cause someone to engage in bullying or become a target of bullying.</p> <p>5. To understand prejudice driven bullying.</p> <p><i>Section C - How bullying affects us 16</i></p> <p>6. To understand the feelings of all those involved in a bullying situation including those who are bullied, perpetrators, followers and bystanders and how this might affect the way they think and behave.</p> <p><i>Section D - Responding to bullying 18</i></p> <p>7. To understand strategies for responding to bullying, including how to respond assertively.</p> <p><i>Section E - Supporting others 23</i></p> <p>8. To understand the role of peer pressure in a bullying situation and how bystanders can become defenders or colluders when responding to bullying.</p> <p><i>Section F - Cyberbullying 25</i></p> <p>9. To develop an understanding of cyberbullying and when and where it may occur.</p> <p>10. To understand strategies for keeping safe from cyberbullying and responding appropriately when it occurs.</p> <p><i>Section G - Creating safe environments 28</i></p> <p>11. To consider when, where and what types of bullying are happening in the local community and how to respond to bullying when it occurs outside school.</p> <p>12. To identify what the whole school community can do to help stop all types of bullying and make the school a safe place.</p>
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My Emotions	<p><i>Section A - Understanding and managing feelings 4</i></p> <ol style="list-style-type: none"> <li>1. To know the names of a basic range of feelings and the strength of their feeling.</li> <li>2. To know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others.</li> <li>3. To understand the difference between impulsive behaviour and that which is thought through, and what both might feel and look like.</li> </ol> <p><i>Section B - Getting Support 9</i></p> <ol style="list-style-type: none"> <li>4. To know how to get support when they need it.</li> </ol> <p><i>Section C - Understanding and managing the impact of feelings 10</i></p> <ol style="list-style-type: none"> <li>5. To talk about personal gifts and talents; what they are good at and also what they find more difficult.</li> <li>6. To understand that they can do things to help us change our mood and that this may be helpful.</li> </ol> <p><i>Section D - Calming and Relaxing 13</i></p> <ol style="list-style-type: none"> <li>7. To know what 'relaxed' means and how it feels.</li> <li>8. To know that it is possible to affect our behaviour by stopping and thinking about what we are doing.</li> </ol> <p><i>Section E - Being Assertive 19</i></p> <ol style="list-style-type: none"> <li>9. To be able to stand up for their own rights without being hurtful to others.</li> </ol> <p><i>Section F - Problem Solving 20</i></p> <ol style="list-style-type: none"> <li>10. To be able to use a 'problem-solving process' with help.</li> </ol>	<p><i>Section A - Understanding and Managing Feelings 4</i></p> <ol style="list-style-type: none"> <li>1. To be able to recognise and communicate an increasing range of emotions, both comfortable and uncomfortable.</li> </ol> <p><i>Section B: Understanding and Managing the Impact of Feelings 8</i></p> <ol style="list-style-type: none"> <li>2. To understand some of the ways emotions may affect our interactions with others.</li> </ol> <p><i>Section C : Concentrating on One Emotion 12</i></p> <ol style="list-style-type: none"> <li>3. To be able to think about their worries and decide what they might do about them.</li> <li>4. To know when they should share a worry and have some strategies to start conversations about their worries.</li> </ol> <p><i>Section D : Getting Support 16</i></p> <ol style="list-style-type: none"> <li>5. To be able to get support when they need it.</li> </ol> <p><i>Section E : Impact of feelings on actions 18</i></p> <ol style="list-style-type: none"> <li>6. To understand the 'fight or flight' response and how it might affect them.</li> <li>7. To recognise some of the strengths and personal qualities of themselves and others.</li> <li>8. To understand that how we feel can affect how we tackle things and whether or not we find them difficult.</li> <li>9. To know some strategies to move from an uncomfortable state to a more positive one.</li> </ol> <p><i>Section F : Calming and Relaxing 24</i></p> <ol style="list-style-type: none"> <li>10. To recognise when they are becoming upset or angry and have some good strategies to help them calm down.</li> </ol> <p><i>Section G: Being Assertive 26</i></p> <ol style="list-style-type: none"> <li>11. To know what it means to be assertive and to be able to act assertively.</li> </ol> <p><i>Section H: Problem-Solving 28</i></p> <ol style="list-style-type: none"> <li>12. To be able to use the 'problem-solving process' without help sometimes.</li> </ol>	<p><i>Section A: Understanding and managing feelings and the impact they can have 4</i></p> <ol style="list-style-type: none"> <li>1. To be able to communicate effectively a wide range of emotions, including mixed emotions.</li> <li>2. To recognise emotions in others and consider the response they might give.</li> <li>3. To recognise their own mood changes and have some strategies to help them cope.</li> <li>4. To understand they can be overwhelmed by emotions and recognise this in themselves and others.</li> </ol> <p><i>Section B: Concentrating on individual emotions – boredom, worry and stress 13</i></p> <ol style="list-style-type: none"> <li>5. To understand what might cause boredom and have strategies for managing it.</li> <li>6. To recognise their worries and know how to do something about them.</li> <li>7. To be able to describe stress, its causes and expression and begin to develop strategies to manage it.</li> </ol> <p><i>Section C: Problem Solving 19</i></p> <ol style="list-style-type: none"> <li>8. To be able to use the 'problem solving process' to help myself and others.</li> </ol> <p><i>Section D: Getting support 21</i></p> <ol style="list-style-type: none"> <li>9. To be able to get support when they need it.</li> </ol> <p><i>Section E: Building confidence and being assertive 22</i></p> <ol style="list-style-type: none"> <li>10. To know what they might find difficult and have some strategies for staying positive through difficult times.</li> <li>11. To begin to understand what it means to be assertive and to be able to act assertively in appropriate situations.</li> </ol>
Family and Friends	<p><i>Section A - Developing friendship skills 4</i></p> <ol style="list-style-type: none"> <li>1. To be able to describe what a friend is and does.</li> <li>2. To develop strategies for making and keeping friends.</li> <li>3. To understand that friendship patterns change and to develop strategies for coping.</li> </ol> <p><i>Section B - Valuing difference 8</i></p> <ol style="list-style-type: none"> <li>4. To recognise similarities and differences between themselves and their peers.</li> </ol> <p><i>Section C - Families and other special people 10</i></p> <ol style="list-style-type: none"> <li>5. To understand why families are special, that there are different family patterns and to be able to describe what is special about their own family.</li> <li>6. To identify the range of people who are special to them and describe what makes them special.</li> </ol> <p><i>Section D - Getting support 14</i></p> <ol style="list-style-type: none"> <li>7. To know how to seek help and support and from whom.</li> </ol>	<p><i>Section A - Developing friendship skills 4</i></p> <ol style="list-style-type: none"> <li>1. To recognise the qualities of a good friend and to be able to reflect on their own friendship skills.</li> <li>2. To develop strategies for managing friendship problems and to be able to support their friends.</li> <li>3. To understand about and be able to cope with changes in friendship patterns and situations.</li> </ol> <p><i>Section B - Valuing difference 9</i></p> <ol style="list-style-type: none"> <li>4. To be able to identify and value similarities and differences between themselves and their classmates.</li> <li>5. To be able to see things from another point of view, and to use this in resolving conflict.</li> </ol> <p><i>Section C - Families and other special people 13</i></p> <ol style="list-style-type: none"> <li>6. To identify people who are special to them and to recognise how they affect each other.</li> <li>7. To recognise different patterns of family life, including their own and those of others they know.</li> </ol> <p><i>Section D - Getting support 16</i></p> <ol style="list-style-type: none"> <li>8. To identify people they can talk to if they need support, and to have strategies for sharing their concerns.</li> </ol>	<p><i>Section A - Networks of Special People 4</i></p> <ol style="list-style-type: none"> <li>1. To identify who is in their network of people who are special to them and recognise how their relationships have changed and developed.</li> <li>2. To develop ways of beginning new friendships and maintaining existing ones during times of change.</li> </ol> <p><i>Section B - Understanding and Valuing Difference 8</i></p> <ol style="list-style-type: none"> <li>3. To recognise and value differences between individuals, and how difference can be a positive aspect of their friendships.</li> <li>4. To recognise the diversity of family patterns, and how these can continue to change.</li> </ol> <p><i>Section C - Coping with Relationship Issues 11</i></p> <ol style="list-style-type: none"> <li>5. To recognise some of the pressures on relationships and to develop strategies to manage them.</li> <li>6. To identify some of the influences and pressures involved in group relationships, and to develop strategies to manage these.</li> </ol> <p><i>Section D - Giving and Receiving Support 15</i></p> <ol style="list-style-type: none"> <li>7. To know how to access support from people in their network and from other people and places.</li> <li>8. To identify ways in which they already do or could support others.</li> </ol>

Managing Change	<p><i>Section A - Recognising and Understanding Change 4</i></p> <ol style="list-style-type: none"> <li>1. To recognise that they are growing and that their achievements, skills and responsibilities are changing.</li> <li>2. To be able to understand that there are changes they can choose for themselves and changes they cannot do anything about.</li> </ol> <p><i>Section B - Coping with emotions in loss and change situations 7</i></p> <ol style="list-style-type: none"> <li>3. To be able to name some of the emotions that may be felt in situations involving the loss of special possessions.</li> <li>4. To develop strategies for coping with difficult emotions.</li> </ol>	<p><i>Section A – Identifying changes 4</i></p> <ol style="list-style-type: none"> <li>1. To identify changes that they and other children may experience in their lives.</li> </ol> <p><i>Section B - Recognising emotions in loss and change situations 5</i></p> <ol style="list-style-type: none"> <li>2. To name emotions that may be involved in loss and change situations, and to describe what helps and hinders when they are experiencing difficult feelings.</li> <li>3. To be able to describe how someone who experiences bereavement might feel.</li> </ol> <p><i>Section C – Coping with loss and change 9</i></p> <ol style="list-style-type: none"> <li>4. To develop strategies for coping with feelings associated with loss and change.</li> <li>5. To know who can help them if they are experiencing difficult emotions, and how to approach them.</li> </ol> <p><i>Section D - Planning for change 11</i></p> <ol style="list-style-type: none"> <li>6. To understand that some changes are wanted and that they can plan for them.</li> </ol>	<p><i>Section A - Identifying changes 4</i></p> <ol style="list-style-type: none"> <li>1. To be able to identify a range of situations which involve loss and change.</li> </ol> <p><i>Section B - Coping with emotions in loss and change situations 5</i></p> <ol style="list-style-type: none"> <li>2. To recognise emotions associated with loss and change, and understand how these themselves can change.</li> <li>3. To be able to identify what might help when experiencing difficult emotions, how to get support and how they could support others.</li> </ol> <p><i>Section C - Ways to manage change 10</i></p> <ol style="list-style-type: none"> <li>4. To recognise that a range of changes take place throughout everyone's lifetime and that people manage change in different ways.</li> <li>5. To reflect on their own experiences of change and how they have affected them.</li> <li>6. To develop strategies for coping with future changes that they may experience.</li> </ol>
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Healthy and Safer Lifestyles			
	Y1/2	Y3/4	Y5/6
Managing Risk	<p><i>Section A – Risky Situations 4</i></p> <ol style="list-style-type: none"> <li>1. To identify a range of familiar situations which might entail risk and consider ways to keep themselves safe.</li> </ol> <p><i>Section B – Reactions to Risk 5</i></p> <ol style="list-style-type: none"> <li>2. To identify emotions associated with risky behaviour or situations.</li> </ol> <p><i>Section C – Strategies in Risky Situations 6</i></p> <ol style="list-style-type: none"> <li>3. To know basic personal information and know when they might need to give it.</li> <li>4. To understand the range of people in the community who help keep us safer.</li> </ol> <p><i>Section D – Receiving and Giving Help 8</i></p> <ol style="list-style-type: none"> <li>5. To know how to ask for help in an emergency.</li> <li>6. To recognise familiar situations where they can offer help.</li> <li>7. To know how to reduce risk and keep myself safer in a variety of situations.</li> </ol>	<p><i>Section A – Risky Situations 4</i></p> <ol style="list-style-type: none"> <li>1. To be able to identify physical, social and emotional risks.</li> <li>2. To understand that pressure to act in a risky way might come from people they know.</li> </ol> <p><i>Section B – Reactions to Risk 6</i></p> <ol style="list-style-type: none"> <li>3. To state possible physical and mental reaction to different risks.</li> </ol> <p><i>Section C – Strategies in Risky Situations 7</i></p> <ol style="list-style-type: none"> <li>4. To develop a range of strategies to aid decision making in risky situations.</li> <li>5. To know some ways to reduce risk in a variety of situations.</li> <li>6. To recognise some of the causes of accidents and ways to prevent them.</li> </ol> <p><i>Section D – Receiving and Giving Help 10</i></p> <ol style="list-style-type: none"> <li>7. To be able to suggest someone they would tell in different risky situations.</li> <li>8. To be able to recognise an emergency and take suitable action.</li> </ol>	<p><i>Section A - Risky Situations 4</i></p> <ol style="list-style-type: none"> <li>1. To describe positive and negative aspects of risk taking.</li> <li>2. To understand the consequences of taking physical, social and emotional risks.</li> <li>3. To understand degrees of risk.</li> </ol> <p><i>Section B - Reactions to Risk 8</i></p> <ol style="list-style-type: none"> <li>4. To be able to talk about situations where they have responsibility for their own safety and associated emotions.</li> <li>5. To understand sources of pressure to behave in a risky way.</li> </ol> <p><i>Section C - Strategies in Risky Situations 10</i></p> <ol style="list-style-type: none"> <li>6. To understand and practise a range of strategies to reduce risk.</li> <li>7. To know some of the main causes of accidents for children and young people and understand ways of reducing or preventing accidents.</li> </ol> <p><i>Section D - Receiving and Giving Help 12</i></p> <ol style="list-style-type: none"> <li>8. To state ways of getting help when getting attention is difficult.</li> <li>9. To know and understand where individuals, families and groups can find help.</li> <li>10. To understand how to be supportive to others who need help in a risky situation.</li> <li>11. To understand and practise basic procedures for first aid and making an emergency call</li> </ol>

Safety Contexts	<p><i>Section A - Safety Contexts 4</i></p> <ol style="list-style-type: none"> <li>1. To be able to talk about situations where staying safe is important.</li> <li>2. To identify some dangers of road traffic and understand how to stay safe as a pedestrian and a car passenger.</li> <li>3. To develop knowledge of dangers from the sun and understand how to keep safe.</li> <li>4. To identify the dangers of familiar places where water is present and understand how to keep safe.</li> <li>5. To develop knowledge and skills to stay safe when they are lost.</li> <li>6. To identify characteristics of safe places to play.</li> </ol> <p><i>Section B – Preventing accidents 9</i></p> <ol style="list-style-type: none"> <li>7. To understand basic ways to keep safe from accidents.</li> </ol>	<p><i>Section A – Safety contexts 4</i></p> <ol style="list-style-type: none"> <li>1. To be able to talk about situations where staying safe is important.</li> <li>2. To identify further risks with road traffic and have strategies to stay safe.</li> <li>3. To identify different risks with fire and have strategies to stay safe.</li> <li>4. To identify wider risks with water and have strategies to stay safe.</li> <li>5. To identify risks when joining in with activities and visits and have strategies to stay safe.</li> </ol> <p><i>Section B – Preventing Accidents 8</i></p> <ol style="list-style-type: none"> <li>6. To know some action people can take to prevent accidents in familiar settings.</li> </ol>	<p><i>Section A - Safety Contexts 4</i></p> <ol style="list-style-type: none"> <li>1. To be able to talk about situations where staying safe is important.</li> <li>2. To identify safety issues when cycling and develop understanding of how to stay safe on the roads.</li> <li>3. To identify ways to stay safe in the sun and have strategies to keep themselves safe.</li> <li>4. To identify a wider range of situations where they might encounter risk e.g. near the railway and at home and have realistic strategies to stay safe.</li> <li>5. To understand the rules for keeping people safe at school.</li> </ol> <p><i>Section B - Preventing Accidents 9</i></p> <ol style="list-style-type: none"> <li>6. To understand action to prevent a wider range of accidents.</li> </ol>
Healthy Lifestyles	<p><i>Section A - Staying Healthy 4</i></p> <ol style="list-style-type: none"> <li>1. To know about the range of things that help make and keep them healthy</li> <li>2. To understand why healthy eating is beneficial and how it supports physical activity.</li> </ol> <p><i>Section B - Exercise and Physical Activity 6</i></p> <ol style="list-style-type: none"> <li>3. To understand the difference between being active and sedentary, simple benefits of regular exercise and how their bodies feel when they exercise.</li> </ol> <p><i>Section C - Healthy Eating 8</i></p> <ol style="list-style-type: none"> <li>4. To be able to talk about foods they like and dislike with reasons why.</li> <li>5. To recognise how foods fit within the basic food groups in the Eatwell guide, and what constitutes a balanced meal.</li> <li>6. To understand that we need food to grow, be active and maintain health.</li> <li>7. To know that everyone should eat at least 5 portions of fruit and vegetables every day.</li> </ol> <p><i>Section D - Choosing a Healthy Lifestyle 12</i></p> <ol style="list-style-type: none"> <li>8. To be able to make healthy eating choices and know how to prepare simple healthy foods.</li> <li>9. To know how to make choices which promote healthy living</li> </ol>	<p><i>Section A - A balanced, healthy lifestyle 4</i></p> <ol style="list-style-type: none"> <li>1. To understand that they can make choices which contribute to a healthy lifestyle.</li> <li>2. To understand the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.</li> </ol> <p><i>Section B - Physical Activity 7</i></p> <ol style="list-style-type: none"> <li>3. To recognise ways in which stamina, strength and flexibility can be improved through daily physical activity.</li> <li>4. To understand that a healthy lifestyle involves making balanced choices about our free time.</li> </ol> <p><i>Section C - Healthy Eating 9</i></p> <ol style="list-style-type: none"> <li>5. To be aware of the factors which influence our food choices.</li> <li>6. To understand the importance of consuming a variety and balance of foods and drinks.</li> <li>7. To understand how food helps them to be active and healthy and gives them energy.</li> <li>8. To be able to plan and help prepare simple healthy meals.</li> </ol> <p><i>Section D - Dental Hygiene 13</i></p> <ol style="list-style-type: none"> <li>9. To know why good dental hygiene is important and how it contributes to a healthy lifestyle.</li> </ol> <p><i>Section E - Making Healthy Choices 14</i></p> <ol style="list-style-type: none"> <li>10. To be able to reflect on their own lifestyles and take responsibility for making healthy choices.</li> </ol>	<p><i>Section A - Healthy Living 4</i></p> <ol style="list-style-type: none"> <li>1. To be aware of and to be able to identify a range of factors which contribute to their physical and mental health.</li> </ol> <p><i>Section B - Healthy Eating 6</i></p> <ol style="list-style-type: none"> <li>2. To know about why we eat and the range of food and drinks people like and consume which make up their diet.</li> <li>3. To understand that variety is needed for a healthy diet because different foods contain different substances, including nutrients, which our body needs, and to know that the Eatwell guide represents this balanced diet.</li> <li>4. To understand the benefits of a range of nutrients for keeping the body healthy.</li> </ol> <p><i>Section C - Energy Balance 9</i></p> <ol style="list-style-type: none"> <li>5. To be able to plan, prepare and cook simple healthy meals.</li> <li>6. To understand that different types and amounts of food provide different amounts of energy, and to know how to achieve an energy balance which will help us stay healthy and be active.</li> </ol> <p><i>Section D - Physical Activity 11</i></p> <ol style="list-style-type: none"> <li>7. To understand the benefits of physical activity for promoting health.</li> </ol> <p><i>Section E - Influences, choices and taking responsibility 12</i></p> <ol style="list-style-type: none"> <li>8. To understand that there are a range of influences on the choices they make about diet and exercise, including the media, peers and adults.</li> <li>9. To understand the contribution behaviour and routines make to a healthy lifestyle, and to reflect on their own lifestyle choices.</li> <li>10. To recognise how they can take responsibility for achieving a physically and mentally healthy lifestyle.</li> </ol>

Drug Education	<p><i>Section A - Drug Types And Effects 4</i></p> <p>1. To know basic information about what happens when substances enter the body.</p> <p><i>Section B - Medicines 5</i></p> <p>2. To understand that all medicines are drugs, but not all drugs are medicines.</p> <p>3. To develop an understanding of and attitudes towards medicines, health professionals and hospitals.</p> <p>4. To recognise that there are ways to feel good and better without taking medicines.</p> <p><i>Section C - Other Substances 7</i></p> <p>5. To understand that all drugs and many household substances can be harmful if they are not used properly.</p> <p><i>Section D - Risk, Influences And Support 8</i></p> <p>6. To be able to identify situations where risky substances are available and be able to ask for advice and check or say 'No, I won't'.</p> <p>7. To recognise persuaders and pressure in risky situations.</p>	<p><i>Section A - Drug Types and Effects 4</i></p> <p>1. To understand more about different types of drugs and how they can enter the bloodstream.</p> <p><i>Section B - Medicines 5</i></p> <p>2. To develop understanding about essential use of medicines and people who use and administer them.</p> <p>3. To know basic safety rules for medicines, including rules for storage at home and at school and be able to follow these rules.</p> <p><i>Section C - Other Substances 7</i></p> <p>4. To develop attitudes and beliefs about two legal, recreational drugs (nicotine and alcohol) and people who might use or misuse them and why.</p> <p><i>Section D - Risk, Influences and Support 10</i></p> <p>5. To understand and practise how to act if harmful items (e.g. a syringe) or unknown substances are found.</p> <p>6. To begin to recognise influences from friends, the media and other sources and how to deal with these.</p>	<p><i>Section A: Drug types and effects 4</i></p> <p>1. To know about different categories of drugs including medicines (both prescribed and over-the-counter), legal recreational and illegal.</p> <p><i>Section B: Medicines 5</i></p> <p>2. To understand the role of medicines in promoting, improving and sustaining health.</p> <p><i>Section C: Other substances 7</i></p> <p>3. To develop their knowledge, understanding and attitudes relating to alcohol, its effects and associated risks and consequences.</p> <p>4. To develop their knowledge, understanding and attitudes relating to cigarettes, their effects and associated risks and consequences.</p> <p>5. To develop their knowledge, understanding and attitudes relating to solvents, their effects and associated risks and consequences.</p> <p>6. To begin to learn about the law relating to the use and misuse of legal and illegal drugs.</p> <p>7. To develop attitudes and beliefs about the use of legal and illegal drugs, who uses them and why and possible alternatives.</p> <p><i>Section D: Risk, influences and support 13</i></p> <p>8. To recognise a range of different risky situations related to drugs, explore personal reactions to risk and being assertive in decision making around these drug related situations.</p> <p>9. To recognise peer influence and its effect on decision making and behaviour.</p> <p>10. To develop attitudes towards media and advertising of alcohol, nicotine and other legal drugs.</p> <p>11. To begin to distinguish between fact and opinion in relation to drugs and to know where to check information and advice.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal Safety</p>	<p><i>Section A - Identifying Trusted Adults 4</i> 1. To be able to identify trusted adults, by including them on their Safety Circle, and to understand what, when, who and how to tell.</p> <p><i>Section B - Using our Senses 7</i> 2. To be able to assess the school and grounds, using their senses. 3. To be able to identify the sixth sense. 4. To be able to use your senses to keep safer. 5. To be able to identify safer places to play.</p> <p><i>Section C - Safety Rules 12</i> 6. To be able to understand the need to have a strategy to keep safer.</p> <p><i>Section D – Bodies 13</i> 7. To be able to identify and name body parts including the sexual parts.</p> <p><i>Section E – Touches 15</i> 8. To be able to identify and distinguish between ‘yes’ and ‘no’ touches.</p> <p><i>Section F - Secrets 19</i> 9. To be able to recognise ‘good’ and ‘bad’ secrets and tricks.</p> <p><i>Section G - Assessing Risk 24</i> 10. To be able to assess risk and keep safer.</p> <p><i>Section H - Assertiveness 25</i> 11. To be able to use assertive voice and body language.</p> <p><i>Section I – What, When, Who and How to Tell 27</i> 12. To be able to review the Safety Circle to demonstrate what they have learnt and be able to share this with others.</p>	<p><i>Section A - Identifying Trusted Adults 4</i> 1. To be able to identify trusted adults and approach them for support.</p> <p><i>Section B - Using Our Senses 6</i> 2. To be able to assess the school and local environment from a personal safety perspective. 3. To be able to identify and understand ‘sixth sense’ feelings.</p> <p><i>Section C - Safety Rules 8</i> 4. To be able to understand safety rules and who and when to tell.</p> <p><i>Section D - Bodies 11</i> 5. To be able to identify and name body parts, including the sexual parts.</p> <p><i>Section E - Touches 12</i> 6. To be able to identify and distinguish between ‘yes’ and ‘no’ touches.</p> <p><i>Section F - Secrets 15</i> 7. To be able to distinguish between ‘good’ and ‘bad’ secrets.</p> <p>8. To be able to recognise what bribes and tricks are.</p> <p><i>Section G - Assessing Risk 17</i> 9. To be able to assess problems and risks to keep safer.</p> <p><i>Section H - Assertiveness 20</i> 10. To be able to use assertive voice and body language.</p> <p><i>Section I - What, When, Who and How to Tell 21</i> 11. To be able to recognise what makes a good listener and when it is the best time to tell.</p>	<p><i>Section A - Identifying Trusted Adults 5</i> 1. To be able to identify people for individual Networks of Support, and why and when they might need to talk with them.</p> <p><i>Section B - Using Our Senses 8</i> 2. To be able to assess the school and local environment from a personal safety perspective. 3. To be able to make informed judgements to help keep safer.</p> <p><i>Section C - Safety Rules 11</i> 4. To be able to review safety planning. 5. To be able to define honesty and explore dilemmas.</p> <p><i>Section D - Bodies 13</i> 6. To be able to understand and acknowledge personal boundaries and body language.</p> <p><i>Section E - Touches 14</i> 7. To be able to identify and distinguish between ‘yes’ and ‘no’ touches.</p> <p><i>Section F - Secrets 17</i> 8. To be able to distinguish between ‘good’ and ‘bad’ secrets.</p> <p><i>Section G - Assessing Risk 19</i> 9. To be able to problem solve in order to keep themselves and others safer. 10. To be able to assess risk in order to keep themselves safer.</p> <p><i>Section H - Assertiveness 22</i> 11. To be able to recognise and begin to deal with peer group pressure and influence.</p> <p><i>Section I - What, When, Who and How to Tell 23</i> 12. To be able to review the people included in the Network of Support.</p>
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Relationship and Sex Education	<p><i>Year 1</i>  <i>Section A - Body Knowledge 5</i>  1. To recognise the main external parts of the bodies of humans, including names for sexual parts. (BS)  <i>Section B - Body Functions and Changes 7</i>  2. To describe what their bodies can do.  <i>Section C - Body Awareness and Image 8</i>  3. To understand that they have responsibility for their body's actions and that their body belongs to them (BS)  <i>Section D - Personal Hygiene 10</i>  4. To know how to keep themselves clean. (HP)  <i>Section E - Illness/Disease Prevention 11</i>  5. To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease. (HP)  <i>Section F - Processing the Learning 12</i>  6. To understand what they have learned and be able to share it with others.</p> <p><i>Year 2</i>  <i>Section A – The Human Life Cycle 5</i>  1. To know that humans produce babies that grow into children and then into adults (NC Science)  2. To understand that babies grow inside a female body until they are ready to be born (NC Science)  <i>Section B – Growing Up 7</i>  3. To consider the ways they have changed physically since they were born (NC Science)  <i>Section C – Personal Responsibilities 8</i>  4. To consider their responsibilities now and compare these with when they were younger (CAB)  <i>Section D – Parents Carers Families 9</i>  5. To understand how the needs of babies and young children are met by their families (FP)  6. To understand that not all families are the same, but that love and care should be at the heart of all families (FP)</p>	<p><i>Year 3</i>  <i>Section A – Body Knowledge 5</i>  1. To know scientific names for male and female sexual parts and use them confidently. (BS)  <i>Section B – Body Functions and Changes 7</i>  2. To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults. (BS)  <i>Section C – Body Awareness and Image 8</i>  3. To value their own body and recognise its uniqueness.  <i>Section D – Personal Hygiene 10</i>  4. To understand the benefits of carrying out regular personal hygiene routines. (HP)  5. To consider who is responsible for their personal hygiene now, and how this will change the future. (HP)  <i>Section E – Illness/Disease Prevention 12</i>  6. To understand a range of ways illness and disease, e.g. <i>colds, chickenpox, head lice</i>, might be spread and how they are able to reduce this. (HP)</p> <p><i>Year 4</i>  <i>Section A – The Human Life Cycle 5</i>  1. To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.  2. To understand that babies begin when a male seed and female egg join together.  <i>Section B – Growing Up 8</i>  1. To investigate perceptions of being physically, emotionally and socially 'grown up'. (CAB)  <i>Section C – Personal Responsibilities 9</i>  1. To consider their responsibilities and how these have changed and how they will change in the future. (CAB)  <i>Section D – Parents Carers Families 11</i>  1. To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children (FP)</p>	<p><i>Year 5</i>  <i>Section A – Body Knowledge 5</i>  1. To identify male and female sexual parts confidently and describe their functions. (BS)  2. To know terminology for sexual parts appropriate for use in different situations. (BS)  <i>Section B – Body Functions and Changes 8</i>  3. To know and understand about the physical changes that take place at puberty and how to manage them. (CAB)  4. To understand that physical changes affect people in a variety of ways and at different rates. (CAB)  <i>Section C – Body Awareness and Image 12</i>  5. To understand how the media, families and friends can influence attitudes to their bodies.  <i>Section D – Personal Hygiene 14</i>  6. To know about aspects of personal hygiene relevant to puberty and the implications of these.  <i>Section E – Illness/Disease Prevention 15</i>  7. To understand that safe routines can stop the spread of viruses and bacteria. (HP)</p> <p><i>Year 6</i>  <i>Section A – The Human Life Cycle 5</i>  1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)  <i>Section B – Growing Up 9</i>  1. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. (CAB)  <i>Section C – Personal Responsibilities 11</i>  1. To understand that they have some responsibility for the feelings and wellbeing of others. (MW).  <i>Section D – Parents Carers Families 12</i>  1. To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely. (FP)  2. To consider the reasons people enter marriage, civil partnerships e.g. <i>love, trust, commitment</i>. (FP)  3. To be aware of and respect a wide range of family arrangements e.g. <i>second marriages, fostering, same sex partners and extended families</i>. (FP)</p>
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Citizenship			
	Y1/2	Y3/4	Y5/6
Working Together	<p><i>Section A: Recognising and Developing Strengths and Skills 4</i></p> <p>1. To recognise &amp; celebrate some of their strengths, emotions, gifts and talents.</p> <p>2. To be able to identify and develop a new skill.</p> <p><i>Section B: Developing Communication Skills 7</i></p> <p>3. To understand and practise some skills of a good communicator, including listening skills, turn taking and explaining.</p> <p><i>Section C: Developing Group Work Skills 9</i></p> <p>4. To know and practise effective group work skills, including discussion, negotiation, compromise and co-operation.</p> <p>5. To be aware of how my skills and strengths can be useful in a group.</p> <p><i>Section D: Applying Communication and Group Work Skills 12</i></p> <p>6. To apply communication and group work skills in a real situation.</p> <p><i>Section E: Evaluating Communication and Group Work Skills 14</i></p> <p>7. To be able to state some things they did well in a group task and some things they would like to do better at next time.</p>	<p><i>Section A: Recognising and Developing Strengths and Skills 4</i></p> <p>1. To recognise their own worth and identify positive things about themselves and others.</p> <p>2. To be able to identify skills they need to and would like to develop.</p> <p>3. To experience learning a new skill as a class and to reflect on that process.</p> <p><i>Section B - Developing Communication Skills 7</i></p> <p>4. To understand and practise some skills of a good communicator, including effective listening skills, confident expression of opinions and questioning skills.</p> <p><i>Section C - Developing Group Work Skills 9</i></p> <p>5. To understand and develop effective group work skills, including problem solving and decision making.</p> <p>6. To know how different people can contribute in different ways to a group task.</p> <p><i>Section D - Applying Communication and Group Work Skills 11</i></p> <p>7. To apply communication and group work skills in a real situation.</p> <p>8. To be able to persevere at a task, even when faced with difficulties.</p> <p><i>Section E: Evaluation and Feedback Skills 13</i></p> <p>9. To be able to evaluate a group task, including their own and others' contribution, the overall process and final results</p> <p>10. To be able to give feedback sensitively and receive it from others.</p>	<p><i>Section A: Recognising and Developing Strengths and Skills 4</i></p> <p>1. To recognise their own strengths and skills and understand how they are perceived by others.</p> <p>2. To be able to challenge themselves and others to work on developing new skills.</p> <p>3. To reflect on the experience of learning a new skill and know how to apply it in different contexts.</p> <p>4. To be aware of how their strengths may be useful in a range of different careers in the future.</p> <p><i>Section B: Developing Communication Skills 9</i></p> <p>5. To understand and practise some skills of a good communicator, including effective listening skills, debating, explaining their views and acknowledging others' views.</p> <p><i>Section C: Developing Group Work Skills 11</i></p> <p>6. To understand and develop effective group work skills, including decision making, chairing and debating.</p> <p><i>Section D: Influences on Decision Making 12</i></p> <p>7. To recognise influences on their decision making, including the media.</p> <p><i>Section E: Developing Awareness of Strengths and Skills in Group Work 14</i></p> <p>8. To be aware of the range of different strengths and skills people bring to a group and to know how my own strengths and skills complement those of others.</p> <p><i>Section F: Developing Perseverance 15</i></p> <p>9. To be able to persevere and overcome barriers to achieving a task.</p> <p><i>Section G: Evaluation and Feedback Skills 17</i></p> <p>10. To be able to evaluate a group work task, learning from their mistakes and suggesting changes to make in the future.</p> <p>11. To be able to give and receive positive and constructive feedback which can be applied to future learning.</p>

Diversity and Communities	<p><i>Section A - Exploring my identity 4</i></p> <ol style="list-style-type: none"> <li>1. To begin to understand what makes up their identity.</li> </ol> <p><i>Section B - Valuing difference 5</i></p> <ol style="list-style-type: none"> <li>2. To understand how roles and characteristics of boys and girls can be stereotyped.</li> <li>3. To understand about their own culture and beliefs and those of other people.</li> <li>4. To recognise different groups they belong to and the different backgrounds of people in their community.</li> </ol> <p><i>Section C - Exploring my community 9</i></p> <ol style="list-style-type: none"> <li>5. To understand what 'my community' means.</li> <li>6. To know who the people are who help them in their community and what they do.</li> <li>7. To understand the needs of particular groups in their community.</li> </ol> <p><i>Section D - Caring for the environment, animals and plants 12</i></p> <ol style="list-style-type: none"> <li>8. To know how they can help look after the school environment.</li> <li>9. To know how to care for animals and plants.</li> </ol> <p><i>Section E - Processing the learning 16</i></p> <ol style="list-style-type: none"> <li>10. To understand what they have learned in this unit and be able to share it.</li> </ol>	<p><i>Section A - Exploring my identity 4</i></p> <ol style="list-style-type: none"> <li>1. To explore what makes up their identity and that of other people.</li> </ol> <p><i>Section B Valuing difference 5</i></p> <ol style="list-style-type: none"> <li>2. To know some of the different views, lifestyles and beliefs people have.</li> <li>3. To know about different national, religious and ethnic communities that exist in the UK.</li> <li>4. To understand how to value difference and respect diversity.</li> <li>5. To understand what stereotypes are and know some ways to challenge them.</li> </ol> <p><i>Section C Exploring my community 9</i></p> <ol style="list-style-type: none"> <li>6. To be able to describe what groups and communities exist around them and which they are part of.</li> <li>7. To know about some of the roles of people in the community.</li> <li>8. To explore what support is available in the community for people who need it.</li> </ol> <p><i>Section D - What is the Media? 11</i></p> <ol style="list-style-type: none"> <li>9. To understand the different forms the media takes and some of what it does.</li> </ol> <p><i>Section E - Caring for the environment, animals and plants 12</i></p> <ol style="list-style-type: none"> <li>10. To understand some of the needs of and show how to care for the local environment.</li> <li>11. To know about the needs of animals, and the responsibilities of humans towards them.</li> <li>12. To recognise what is important when choosing pets and to understand their care needs.</li> </ol>	<p><i>Section A - Exploring my identity 4</i></p> <ol style="list-style-type: none"> <li>1. To explore their identity and that of other people, and how other people's perceptions can influence views of identity.</li> </ol> <p><i>Section B - Valuing difference 6</i></p> <ol style="list-style-type: none"> <li>2. To understand aspects of the ethnic make up of the local community and the national context.</li> <li>3. To recognise the negative effects of stereotyping and prejudice.</li> </ol> <p><i>Section C - Exploring my community 11</i></p> <ol style="list-style-type: none"> <li>4. To recognise the different communities they belong to, and to explore the contribution they and others make to their community.</li> <li>5. To understand the role of volunteers and voluntary organisations.</li> </ol> <p><i>Section D - What is the media? 13</i></p> <ol style="list-style-type: none"> <li>6. To know about the role of the media, and understand how it can influence them and their community.</li> </ol> <p><i>Section E - Caring for the environment, animals and plants 15</i></p> <ol style="list-style-type: none"> <li>7. To understand some ways of caring for the environment and the contribution they can make..</li> </ol>
Rights, Rules and Responsibilities	<p><i>Section A - Responsibilities 4</i></p> <ol style="list-style-type: none"> <li>1. To be able to name some people who look after them and some of their responsibilities towards them.</li> <li>2. To identify jobs and responsibilities they have at school.</li> <li>3. To understand responsibilities they have to their friends, family and class.</li> </ol> <p><i>Section B: Understanding and developing rules 6</i></p> <ol style="list-style-type: none"> <li>4. To be able to explain the rules which affect them in school and how they have been made.</li> <li>5. To understand how rules enable them to feel safe and happy in school.</li> </ol> <p><i>Section C - Democracy and decision making 8</i></p> <ol style="list-style-type: none"> <li>6. To understand how democratic decisions might affect them in the everyday life of their class.</li> <li>7. To understand and experience the process of electing a school council representative.</li> <li>8. To be able to share opinions, taking turns and valuing the views of others by listening actively.</li> <li>9. To be able to contribute to paired and class discussions about a topical issue.</li> </ol>	<p><i>Section A: Rights and responsibilities 4</i></p> <ol style="list-style-type: none"> <li>1. To understand the difference between rights, wants and needs.</li> <li>2. To understand that rights come with responsibilities and how these affect their home and school life.</li> </ol> <p><i>Section B: Understanding and developing rules 6</i></p> <ol style="list-style-type: none"> <li>3. To understand why rules are needed at home and at school.</li> <li>4. To be able to participate in making and changing rules.</li> </ol> <p><i>Section C: Democracy and decision making 8</i></p> <ol style="list-style-type: none"> <li>5. To understand how democratic decisions can be made in school.</li> <li>6. To develop skills to contribute to democratic decision making in school.</li> <li>7. To understand how children might be democratically elected at school to represent or act on behalf of others.</li> <li>8. To take part in simple debating and voting.</li> </ol>	<p><i>Section A – Rights and responsibilities 4</i></p> <ol style="list-style-type: none"> <li>1. To understand the basic rights of children and who is responsible for ensuring they are achieved.</li> <li>2. To understand how rights, rules and responsibilities affect them and others in class and in the school.</li> </ol> <p><i>Section B – Understanding and developing rules 6</i></p> <ol style="list-style-type: none"> <li>3. To take an active role in making and changing rules and in carrying them out.</li> <li>4. To recognise that there may be differences and sometimes conflict between rights and responsibilities at home and at school.</li> <li>5. To understand why rules and laws are needed in society.</li> </ol> <p><i>Section C – Democracy and decision making 9</i></p> <ol style="list-style-type: none"> <li>6. To know about the role of parliament and MPs.</li> <li>7. To know about local councils and the role of councillors.</li> <li>8. To understand how democratic elections work at school and nationally and how people represent or act on behalf of others.</li> <li>9. To take part in a project which develops active citizenship skills.</li> <li>10. To be able to discuss and debate moral and social questions and develop their own views.</li> </ol>

Economic Wellbeing			
	Y1/2	Y3/4	Y5/6
Financial Capability	<p>Section A - Financial Understanding 4</p> <ol style="list-style-type: none"> <li>1. To know where money they have might come from (including regular and irregular sources) and how they might keep it safe.</li> <li>2. To know some ways money might be 'used' and that it is a finite resource.</li> <li>3. To know that there are some things they have to buy and some things they choose to buy.</li> <li>4. To begin to understand what a family might need to pay for and some ways that might be done.</li> </ol> <p>Section B - Financial competence 13</p> <ol style="list-style-type: none"> <li>5. To know how to keep simple financial records.</li> </ol> <p>Section C - Financial responsibility and feelings about money 14</p> <ol style="list-style-type: none"> <li>6. To understand that the feelings they may have about money are varied and can change.</li> <li>7. To know what charities are for and what some might do.</li> </ol> <p>Section D - Processing the Learning 16</p> <ol style="list-style-type: none"> <li>8. To understand what they have learned in this unit and be able to share it with others.</li> </ol>	<p><i>Section A: Financial Understanding 4</i></p> <ol style="list-style-type: none"> <li>1. To know that there are different ways to gain money, including paid work, and different ways to keep it safe.</li> <li>2. To know that there is a range of ways to pay for things (some involving debit/credit/borrowing) and they have consequences.</li> <li>3. To understand that individuals and families may manage their money in different ways according to values, culture, circumstances etc.</li> <li>4. To understand that choices made can have an impact on individuals, families and beyond.</li> </ol> <p><i>Section B: Financial responsibility and feelings about money 12</i></p> <ol style="list-style-type: none"> <li>5. To understand that feelings about money can change and may be uncomfortable and complex.</li> <li>6. To develop an understanding of issues relating to poverty.</li> <li>7. To begin to understand why charities exist and how they might help.</li> </ol> <p><i>Section C: Financial competence 15</i></p> <ol style="list-style-type: none"> <li>8. To be able to make informed choices about how money is spent and keep track of spending.</li> </ol>	<p><i>Section A: Financial Understanding 4</i></p> <ol style="list-style-type: none"> <li>1. To develop a broader view of what money is, including its history, trade and currencies.</li> <li>2. To know that different jobs require different skills and are paid at different rates.</li> <li>3. To know what is deducted from earnings and why (begin to understand pensions, insurance, tax etc.), and how money we earn might support the community.</li> <li>4. To differentiate between essentials and desires (needs and wants) and understand that these may be different for different people and circumstances.</li> <li>5. To know how you might plan for the immediate and more distant future, including the part debt might play and how and why people save.</li> </ol> <p><i>Section B: Financial responsibility and feelings about money 11</i></p> <ol style="list-style-type: none"> <li>6. To begin to understand that our choices about spending affect our local communities and the wider world.</li> <li>7. To begin to understand that 'poverty' might have different meanings to people in different circumstances.</li> </ol> <p><i>Section C: Financial competence 13</i></p> <ol style="list-style-type: none"> <li>8. To be able to manage money in a real life situation.</li> </ol>

E-safety			
	Y1/2	Y3/4	Y5/6
Me and My Online Identity	<ol style="list-style-type: none"> <li>1. To be able to talk about my identity both in real life and online.</li> <li>2. To know what information I can use to create a safe online profile.</li> <li>3. To be able to design their own online space.</li> <li>4. To be able to recognise when something they see or hear online makes them feel uncomfortable.</li> <li>5. To know what to do when something they see or hear online makes them feel uncomfortable.</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand there are things they can do to keep themselves as safe as possible.</li> <li>2. To know about and be able to describe and review their current online activity.</li> <li>3. To know how to access help when something they see or hear online makes them feel uncomfortable.</li> <li>4. To know, explore and understand the SMART rules for keeping safe online.</li> <li>5. To apply their understanding of the SMART rules to their own online presence.</li> <li>6. To be able to communicate rules and strategies for keeping safe online to others.</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand the need to be careful about how they present themselves online.</li> <li>2. To know the information which should and should not be shared online.</li> <li>3. To know how to safeguard their online information.</li> <li>4. To be able to apply their knowledge of which information to share online when creating profiles.</li> <li>5. To be able to review and improve their online profiles.</li> <li>6. To develop safe approaches to setting up passwords.</li> <li>7. To know the difference between information which can be shared and personal information which should be kept private.</li> <li>8. To be able to evaluate their own profiles to ensure that private information is not shared.</li> <li>9. To know what to do if they see something online which makes them feel uncomfortable.</li> </ol>

Peer mediation and conflict resolution			
	Y1/2	Y3/4	Y5/6
Peer mediation and conflict resolution	<p><i>Section A - Ground Rules 4</i></p> <p>1. To establish a code of conduct that will enable all children to contribute safely and confidently.</p> <p><i>Section B - What causes friends and peers to fall out? 5</i></p> <p>2. To understand different reasons why conflict may occur between friends and peers.</p> <p><i>Section C - What happens when we fall out? 6</i></p> <p>3. To understand how we behave and feel when we are in conflict with a friend or peer.</p> <p><i>Section D - Two sides to a conflict 7</i></p> <p>4. To understand that when people are in conflict with each other, they have differing points of view about the same situation.</p> <p><i>Section E - How can we sort out a conflict? 8</i></p> <p>5. To understand different ways of managing conflict so that everyone is a winner.</p> <p>6. To understand how cooperation can bring about a 'Win Win' solution.</p> <p><i>Section F- How can we identify the conflict to be resolved? 10</i></p> <p>7. To explore how feelings and behaviour associated with conflict can sometimes stop the real cause of the conflict from being identified.</p> <p><i>Section G - Using the 'My Turn, Your Turn' Conflict Resolution Process 11</i></p> <p>8. To understand the need to keep calm when you are in conflict with someone and want to sort things out.</p> <p>9. To understand ways of letting people know that you want to resolve a conflict.</p> <p>10. To understand the importance of trying to see things from the other person's point of view when we are resolving a conflict.</p> <p>11. To understand the importance of communicating what would make things better for them and knowing what would make things better for the other person when trying to resolve a conflict.</p> <p>12. To understand how a third person can help two people to sort things out when they are in conflict with each other.</p>	<p><i>Section A: Ground Rules 4</i></p> <p>1. To establish a code of conduct that will enable all children to contribute safely and confidently.</p> <p><i>Section B: How does conflict make us feel and behave? 5</i></p> <p>2. To explore feelings associated with conflict and how they affect our behaviour.</p> <p><i>Section C: What causes conflict between friends and peers? 6</i></p> <p>3. To understand why conflict occurs between friends and peers and how there are always two sides to a conflict.</p> <p><i>Section D: How do we manage conflict? 7</i></p> <p>4. To understand different ways that people respond to conflict.</p> <p>5. To understand ways of responding to conflict that will bring about a positive outcome for both parties.</p> <p><i>Section E: How can we identify the conflict to be resolved? 11</i></p> <p>6. To explore how uncomfortable feelings and actions associated with conflict can stop the cause of the conflict being identified.</p> <p><i>Section F: Using the 'My Turn, Your Turn' Conflict Resolution Process 12</i></p> <p>7. To understand the need to keep calm when they are in conflict with someone and want to sort things out.</p> <p>8. To understand ways of using a conflict blocker to show you are ready to face up to a conflict.</p> <p>9. To understand the steps in the conflict resolution process.</p> <p>10. To understand the importance of communicating and trying to understand what would make things better for themselves and the other person when they are resolving a conflict.</p> <p><i>Section G: What is mediation? 18</i></p> <p>11. To understand how a third person can help two people to resolve a conflict.</p>	<p><i>Section A: Ground Rules 4</i></p> <p>1. To establish a code of conduct that will enable all children to contribute safely and confidently.</p> <p><i>Section B: How does conflict make us feel and behave? 5</i></p> <p>2. To explore feelings associated with conflict and how they affect our behaviour.</p> <p><i>Section C: What causes conflict between friends and peers? 6</i></p> <p>3. To understand why conflict occurs between friends and peers and how there are always two sides to a conflict.</p> <p><i>Section D: How do we manage conflict? 7</i></p> <p>4. To understand the different ways people respond to conflict.</p> <p>5. To understand ways of responding to conflict that will bring about a positive outcome for both parties</p> <p><i>Section E: How can we identify the conflict to be resolved? 10</i></p> <p>6. To explore how uncomfortable feelings and behaviour associated with conflict can sometimes stop the cause of the conflict being identified.</p> <p><i>Section F: Using the 'My, Turn, Your Turn' Conflict Resolution Process 12</i></p> <p>7. To understand the need to keep calm when they are in conflict with someone and want to sort things out.</p> <p>8. To understand ways of using a conflict blocker to show you are ready to face up to a conflict.</p> <p>9. To understand the steps in the conflict resolution process.</p> <p>10. To understand the importance of communicating and trying to understand different points of view when they are resolving a conflict.</p> <p>11. To understand the importance of communicating and trying to understand what would make things better for themselves and the other person when they are resolving a conflict.</p> <p><i>Section G – What is mediation? 18</i></p> <p>12. To understand what a mediator is and how mediation can help two people to resolve a conflict.</p> <p>13. To understand how a peer mediation service works and reflect on whether or not they would like to become a peer mediator.</p>

## 7.2 Linked National Documents

RSE and Health Education [2025](#)

Children and Social Work Bill 2017.

Equality Act 2010

Keeping Children Safe in Education

## 7.3 Our Charter: Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

### Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs.
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs.
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time.
- Know where and how to access information, support and local services.
- Be informed about confidentiality and how it affects them.
- Have their views and ideas received in a respectful and non-judgemental manner.
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

### Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training.
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE.
- Contribute their views and ideas in support of the development of RSE for their pupils.
- Professional guidance and support.
- A clear understanding of school policy relating to RSE.

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

- Accurate, up-to-date, information about RSE policy, delivered in an accessible way.
- A safe learning environment for their children.
- Information on how and when their children are taught RSE.
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right.
- Have their views and needs listened to in a respectful, non-judgemental manner.

