RSE Policy

Exploring together
Succeeding together

| Approved date | February 2024 |
| Review date | February 2026 |

Intent

Embodying our school's motto of, 'Empower and Entrust,' we aim to empower pupils with age-appropriate knowledge of themselves and the social, emotional and biological impact of the changes they experience whilst also entrusting them with the skills to make positive choices about relationships built on firm foundations of respect and self-determination. We aim to provide children with first hand, quality information to enable them to form and maintain healthy, safe and long-lasting relationships, whilst also empowering them to identify what to do if they, or someone they know, experiences unhealthy or unsafe relationships. (This covers both real world and online relationships.) Our aim is that our pupils will leave our care as well-informed, resilient children ready for the challenges of young adulthood. We will also ensure that both boys and girls are prepared for the physical and emotional changes that adolescence brings by drawing on knowledge set out in the National Curriculum for Science and the social, emotional and mental health objectives covered by our PSHE curriculum.

Our primary focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. We take the approach of a spiral curriculum where key concepts are based upon prior knowledge and experiences of the children and a culture of open, honest, accurate and relevant information are present throughout.

Implementation

The teaching of Relationship Education is a legal requirement. As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

At Hill Avenue Academy we teach the following (which links with sex education) as part of our Science Curriculum and parents do not have the right to withdraw their child/children.

Science Curriculum Key Stage 1
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

Science Curriculum Key Stage 2
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age.

Our RSE curriculum is taught within Personal, Social and Health Education (PSHE). Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and Relationships
- Safe Relationships
- Respecting Ourselves and Others
- Belonging to a Community
- Media Literacy and Digital Resilience
- Money and Work
- Physical Health and Mental Wellbeing
- Growing and Changing

- Keeping Safe

These areas of learning are taught within the context of family life taking care to ensure that we foster acceptance of all types of family structure be it single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). We will help children to celebrate those who support them and to celebrate those who support others.

Organisation and Planning

Every child is legally entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language specials needs, disadvantaged and looked after children.

At Hill Avenue Academy we believe that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

A range of teaching methods which involve children's full participation. These include use of video, discussion, looking at case studies, drama role play and the use of outside specialist speakers and charities such as the school nurse and local and national charities.
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Resources may include fiction and non-fiction stories, reference books, leaflets and extracts from video clips. Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender and/ or single age-groups are more appropriate and relevant.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

SEND

Hill Avenue Academy recognises that our SEND children could be more at risk from abusive relationships than non-SEND children. We will therefore ensure that our SEND children receive a PSHE curriculum that is scaffolded to meet their needs whilst also ensuring that they receive age-appropriate information that provides them with the tools that they will need to ensure that they enter into safe, mutually- respectful relationships and know how to seek help and advice if they find themselves in unsafe relationships. We will also ensure that they understand what happens to their bodies as they grow in a manner that is best understood by that child and appropriate to their SEND need.

EAL and other considerations.

We will seek support from trusted sources when providing support for EAL children and to reach out to religious communities in order to explain our obligations to the children in a way that is compatible with the religious beliefs and practices of our families. We will provide staff with support where we need to sensitively challenge received and embedded opinions in order to empower children with the knowledge that they need to thrive in 21st century Britain and the wider world.

Roles and responsibilities.

The Governing Body

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

The Headteacher
The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE

Staff

Relationship and Sex education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse and appropriate charitable organisaions such as the NSPCC. Staff will ensure that they:
➢ Deliver RSE in a sensitive way
➢ Model positive attitudes to RSE
➢ Monitor progress
➢ Respond to the needs of individual pupils
➢ Proactively seek support from RSE lead and/or SMT/ SLT if they need guidance in planning and/ or delivering any element of the curriculum in order to ensure coverage for the children.
➢ Ensure that parents are given ample notice of any future SRE lessons in order to proactively engage our parents.
➢ To proactively seek advice from RSE lead and/ or SMT/ SLT if parents express a wish to withdraw in order to engage that parent/s more fully and endeavour to encourage the participation of their child in the SRE curriculum.

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

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinions. That said, we seek to sensitively challenge intolerance of protected characteristics and will actively support children who may be struggling with acceptance to educate them to embrace life in 21st Century Britain.

Pupil's questions are answered according to the age and maturity of the pupil concerned. A well-handled response is vital to prevent children from seeking their own answers, using inappropriate sources such as older friends or the internet. Questions do not have to be answered directly and can be addressed individually later. We believe that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead. Visitors are invited in to school because of the particular expertise or contribution they are able to make. All associated visitors are familiar with and understand the school's RSE policy and work within it.

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
The Head of School and PSHE lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Safeguarding

As laid out in the school's Safeguarding Policy, when disclosing something of a potentially sensitive nature, children are thanked for their honesty and made aware that the teacher will share the

disclosure with the Designated Safeguarding Leads. The concept of having to share information that would otherwise be, 'secret,' is covered, sensitively, within the Relationships remit allowing children to understand the difference between when it is alright to keep secret, such as a surprise birthday party, and those where help and support may be needed to help solve a serious problem- i.e. bullying or abuse.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Children are encouraged to discuss concepts in the third person so that they do not have to reveal any personal sensitive information and so everyone can contribute an idea with confidence.

Parents and carers

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

We respect the right of parents to withdraw their children from the non-statutory components of RSE (other than Sex and Relationship education contained within the National Curriculum for Science).

Before doing so, we seek to actively engage them in a sensitive discussion in order to allay and misconceptions around what will be delivered and promote the value of receiving accurate, first-hand information from trusted professionals over second-hand information from their friends on the playground or other sources such as the internet and other media.

After this engagement process, if parents or carers still wish for their child to be withdrawn, requests for withdrawal should be put in writing and addressed to the Head of School. A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and take appropriate action.

Impact

The teaching of RSE at Hill Avenue will ensure that ball children are prepared for the changes that adolescence brings. It will empower them with the knowledge and skills to make long-lasting and supportive relationships and to sustain the existing ones within their families. It will entrust them with accurate knowledge of their bodies and biological processes so that they do not have to go to unreliable and inappropriate resources that are so readily available on the internet or from older children. It will provide them with sources of help and support to access if they find themselves in an uncomfortable relationship, ensuring the safety and happiness of our charges. It will empower parents with a greater stake in their children's curriculum and a more open and entrusting dialogue with the school.

Our curriculum design will lead to outstanding progress for all pupils, regardless of their starting points, over time. Planned learning will progressively build on prior knowledge and understanding and support children in producing outcomes of the highest quality that ensure children have internalised this knowledge that will set them up for the rest of their lives.

Close monitoring of lessons and learning along with reviews will be made by senior leaders, middle leaders, subject leaders. This will allow us to observe learning and outcomes within the curriculum, allowing us to gain feedback around what is going well and what are the ways to grow and move forward with children of all backgrounds and abilities. If there are areas where children are not making expected progress then class teachers will work alongside leaders and our SENCO to set specific targets within lessons to boost progress and attainment. Likewise, where children are showing themselves to be at a greater depth level, class teachers will provide further challenge to ensure children excel in every lesson.

Review

This policy will be reviewed annually by staff and governors and appropriate amendments will be made where needed. Parents will be consulted when any changes to the policy are made.

Topic	Pupils should know
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

	• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Year group	Objective
EYFS	Building relationships Pre-nursery 1. I am interested in others' play and I am starting to join in. 2. I can seek out others to share experiences. 3. I can show affection and concern for people who are special to me. 4. I am beginning to form friendships with other children. Nursery 1. I can play with one or more other children, extending and elaborating play ideas.

2. I can keep my play going by responding to what others are saying or doing.
3. I can demonstrate friendly behaviour, initiate conversations and form good relationships with peers and familiar adults.
4. I have developed a sense of responsibility and membership of a community.

Reception
1. I see myself as a valuable individual.
2. I can initiate conversations and attend to and takes account of what others say.
3. I can build constructive and respectful relationships
4. I can take step to resolve conflicts with other children, e.g. finding a compromise.

Early learning goals

1. I can work and play cooperatively and take turns with others.
2. I can form positive attachments to adults and friendships with peers.
3. I can show sensitivity to my own and to others' needs.
4. I can take part in group activities.
6. I can sometimes play group games with rules.
7. I am developing an understanding that someone else's point of view can be different from mine.
8. I am beginning to resolve minor disagreements through listening to others to come up with a fair solution.

Managing self

Pre-nursery

1. I can separate from my main carer with support and encouragement from a familiar adult.
2. I can find ways to calm myself, when I am being calmed and comforted by a key/ familiar person.
3. I have a growing ability to distract myself when I am upset.
4. I can express my own feelings such as sad, happy, cross, scared, worried.
5. I can respond to the feelings and wishes of others.
6. I am beginning to talk about my feelings in more elaborated ways.
7. I have established my sense of self.
8. I am thriving as I develop self-assurance.
9. I am beginning to notice and ask questions about differences such as skin colour, types of hair, gender.

Nursery

1. I am becoming more outgoing with unfamiliar people, in the safe context of my setting.
2. I show more confidence in new social situations.

3. I can select and use activities and resources with help when needed.
4. I show confidence in asking adults for help.
5. I welcome and value praise for what I have done.
6. I enjoy responsibility of carrying out small tasks.
7. I am more outgoing towards unfamiliar people and more confident in new social situations.
8. I can confidently to talk to other children when playing, and will talk freely about my own home and community.

Reception

1. I can manage my own needs.
2. I can confidently speak to others about own needs, wants, interests and opinions.
3. I can describe myself in positive terms and talk about my abilities
4. I show resilience and perseverance in the face of challenge.
5. I can identify and moderate my own feelings socially and emotionally.
6. I can express my feelings and consider the feelings of others.

Early learning goals.

1. I am confident to try new activities and show independence, resilience and perseverance in the face of challenge
2. I can explain the reasons for rules, know right from wrong and try to behave accordingly
3. I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
4. I can sometimes play group games with rules.
5. I am confident to speak to a class group.
6. I am developing an understanding that someone else's point of view can be different from mine.
7. I am beginning to resolve minor disagreements through listening to others to come up with a fair solution.

Self-regulation

Pre-nursery

1. I can express preferences and decisions. I also try new things and have started establishing my autonomy.
2. I am aware that some actions can hurt or harm others.
3. I try to help or give comfort when others are distressed.
4. I can show an understanding and can cooperate with some boundaries and routines.
5. I am beginning to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

Nursery

	1. I am aware of my own feelings, and I know that some actions and words can hurt others' feelings. 2. I increasingly follow rules, understanding why they are important. 3. I do not always need an adult to remind me of a rule. 4. I am beginning to understand how others might be feeling. 5. I am beginning to accept the needs of others and can take turns and share resources, sometimes with support from others. 6. I can talk with others to solve conflicts. 7. I am developing appropriate ways of being assertive. 8. I can usually tolerate delay when my needs are not immediately met, and I understand that my wishes may not always be met. 9. I can help to find solutions to conflicts and rivalries. 10. I can usually adapt my behaviour to different events, social situations and changes in routine. 11. I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'. Reception 1. I understand that my actions affect other people. 2. I am aware of the boundaries set, and of how to behave in the setting. 3. I am beginning to be able to negotiate and solve problems without aggression. 4. I can think about the perspectives of others. Early learning goal 1. I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly 2. I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate 3. I can give focused attention to what the teacher says, responding appropriately even when I am engaged in activity, and show an ability to follow instructions involving several ideas or actions. 4. I can talk about the things I enjoy, I am good at, and about the things I don't find easy. 5. I am resourceful in finding support when I need help or information. 6. I am beginning to talk about the plans I have made to carry out activities and what I might change if I were to repeat them. Understanding the world Pre-nursery People, culture and communities 1. I have a sense of my own immediate family and relations. 2. In pretend play, I can imitate everyday actions and events from my own family and cultural background, e.g. making and drinking tea.

3. I am learning that I have similarities and differences that connect me to, and distinguish me from, others.
4. I can make connections between the features of my family and other families.

Past and present

1. I enjoy pictures and stories about myself, my family
2. I am curious and show an interest in stories about myself and my family

Nursery

People, culture and communities

1. I can show an interest in the lives of people who are familiar to me.
2. I can show an interest in different occupations and ways of life.
3. I know some of the things that make me unique.
4. I can talk about some of the similarities and differences in relation to friends or family.
5. I understand that there are different countries in the world.
6. I can talk about the differences I have experienced or see in photographs.

Past and present

1. I am beginning to understand my own life story and family's history
2. I can remember and talk about significant events in my own experience.
3. I can recognise and describe special times or events for family or friends.

Reception

People, culture and communities

1. I enjoy joining in with family customs and routines.
2. I can talk about members of my immediate family and community
3. I can name and describe people who are familiar to me.
4. I can recognise that people have different beliefs and celebrate special times in different ways
5. I can recognise some similarities and differences between life in this country and life in other countries.
6. I can draw information from a simple map.
7. I can recognise some similarities and differences between life in this country and life in other countries.
8. I can recognise some environments that are different to the one in which I live.

Past and present
1. I can talk about images of familiar situations in the past.
2. I can compare and contrast characters from stories, including figures from the past.

Early learning goals

	People, culture and communities 1. I know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; 2. I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 3. I know that other children have different likes and dislikes and that they may be good at different things. 4. I am developing an understanding that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. Past and present 1. I can talk about the lives of the people around me and their roles in society; 2. I know some similarities and differences between things in the past and now, drawing upon my experiences and what has been read in class 3. I understand the past through settings, characters and events encountered in books read in class and storytelling. 4.I know the difference between past and present events in my own life and some reasons why people's lives were different in the past.
Year 1	Families and Friendships R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives Outlined Objectives 9 R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried Safe Relationships R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

	R15. how to respond safely to adults they don't know
	R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
	R17. about knowing there are situations when they should ask for permission and also when their permission should be sought
	Respecting Ourselves and Others
	R21. about what is kind and unkind behaviour, and how this can affect others
	R22. about how to treat themselves and others with respect; how to be polite and courteous
	Belonging to a community
	L1. about what rules are, why they are needed, and why different rules are needed for different situations
	L2. how people and other living things have different needs; about the responsibilities of caring for them
	L3. about things they can do to help look after their environment
	Media literacy and Digital resilience
	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
	L8. about the role of the internet in everyday life
	Money and Work
	L14. that everyone has different strengths
	L16. different jobs that people they know or people who work in the community do
	L17. about some of the strengths and interests someone might need to do different jobs
	Physical health and Mental wellbeing
	H1. about what keeping healthy means; different ways to keep healthy
	H2. about foods that support good health and the risks of eating too much sugar

	H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
	H5. simple hygiene routines that can stop germs from spreading
	H8. how to keep safe in the sun and protect skin from sun damage
	H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
	H10. about the people who help us to stay physically healthy
	Growing and changing
	H11. about different feelings that humans can experience
	H12. how to recognise and name different feelings
	H13. how feelings can affect people's bodies and how they behave
	H14. how to recognise what others might be feeling
	H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
	H21. to recognise what makes them special
	H22. to recognise the ways in which we are all unique
	H23. to identify what they are good at, what they like and dislike
	H24. how to manage when finding things difficult
	Keeping safe
	H28. about rules and age restrictions that keep us safe
	H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
Year 2	Families and friendships
	R6. about how people make friends and what makes a good friendship
	R7. about how to recognise when they or someone else feels lonely and what to do
	R8. simple strategies to resolve arguments between friends positively

	R9. how to ask for help if a friendship is making them feel unhappy
	Safe relationships
	R11. about how people may feel if they experience hurtful behaviour or bullying
	R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
	R14. that sometimes people may behave differently online, including by pretending to be someone they are not
	R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
	R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
	Respecting ourselves and others
	R23. to recognise the ways in which they are the same and different to others
	R24. how to listen to other people and play and work cooperatively
	R25. how to talk about and share their opinions on things that matter to them
	Belonging to a community
	L2. how people and other living things have different needs; about the responsibilities of caring for them
	L4. about the different groups they belong to
	L5. about the different roles and responsibilities people have in their community
	L6. to recognise the ways they are the same as, and different to, other people
	Media literacy and Digital resilience
	L8. about the role of the internet in everyday life

	L9. that not all information seen online is true
	Money and Work
	L10. what money is; forms that money comes in; that money comes from different sources
	L11. that people make different choices about how to save and spend money
	L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
	L13. that money needs to be looked after; different ways of doing this 11
	L15. that jobs help people to earn money to pay for things
	Physical health and Mental wellbeing
	H4. about why sleep is important and different ways to rest and relax
	H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
	H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
	H16. about ways of sharing feelings; a range of words to describe feelings
	H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
	H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
	H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
	Growing and changing
	H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

	H26. about growing and changing from young to old and how people's needs change
	H27. about preparing to move to a new class/year group
	Keeping safe
	H29. to recognise risk in simple everyday situations and what action to take to minimise harm
	H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
	H31. that household products (including medicines) can be harmful if not used correctly
	H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
	H33. about the people whose job it is to help keep us safe
	H35. about what to do if there is an accident and someone is hurt
	H36. how to get help in an emergency (how to dial 999 and what to say)
	H37. about things that people can put into their body or on their skin; how these can affect how people feel
Year 3	Families and friendships
	R1. to recognise that there are different types of relationships (e.g friendships, family relationships, romantic relationships, online relationships
	R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
	R7. to recognise and respect that there are different types of family structure (including single parents, samesex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
	R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
	Safe relationships

	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
	R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know 12
	Respecting ourselves and others
	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
	R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
	Belonging to a community
	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
	L2. to recognise there are human rights, that are there to protect everyone
	L3. about the relationship between rights and responsibilities
	Media literacy and Digital resilience
	L11. recognise ways in which the internet and social media can be used both positively and negatively
	L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
	Money and Work
	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
	L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
	L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them

	L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
	Physical health and Mental wellbeing
	H1. how to make informed decisions about health
	H2. about the elements of a balanced, healthy lifestyle
	H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
	H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
	H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
	H17. to recognise that feelings can change over time and range in intensity
	H18. about everyday things that affect feelings and the importance of expressing feelings
	H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
	Growing and changing
	H27. to recognise their individuality and personal qualities
	H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
	H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
	Keeping safe
	H38. how to predict, assess and manage risk in different situations

	H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
Year 4	Families and friendships R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-toface; risks of communicating online with others not known face-to-face R13. the importance of seeking support if feeling lonely or excluded R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary Safe relationships R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this Respecting ourselves and others

	R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
	Belonging to a community
	L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
	L6. about the different groups that make up their community; what living in a community means
	L7. to value the different contributions that people and groups make to the community
	Media literacy and Digital resilience
	L13. about some of the different ways information and data is shared and used online, including for commercial purposes
	L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
	Money and Work
	L17. about the different ways to pay for things and the choices people have about this
	L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
	L20. to recognise that people make spending decisions based on priorities, needs and wants
	L21. different ways to keep track of money
	Physical health and Mental wellbeing
	H2. about the elements of a balanced, healthy lifestyle
	H5. about what good physical health means; how to recognise early signs of physical illness

	H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) 14
	Growing and changing
	H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
	H31. about the physical and emotional changes that happen when approaching and during puberty
	H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
	H34. about where to get more information, help and advice about growing and changing, especially about puberty
	Keeping safe
	H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
	H38. how to predict, assess and manage risk in different situations
	H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
	H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
Year 5	Families and friendships
	R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
	R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
	R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

	R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
	R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
	R26. about seeking and giving permission (consent) in different situations
	Safe relationships
	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
	R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
	R26. about seeking and giving permission (consent) in different situations
	R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
	R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
	Respecting ourselves and others
	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
	R21. about discrimination: what it means and how to challenge it
	R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
	R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
	Belonging to a community

| | L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

Media literacy and Digital resilience

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

Money and Work

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

L31. to identify the kind of job that they might like to do when they are older

L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Physical health and Mental wellbeing

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it |

	H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
	H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
	Growing and changing
	H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
	H26. that for some people gender identity does not correspond with their biological sex
	H27. to recognise their individuality and personal qualities
	Keeping safe H38. how to predict, assess and manage risk in different situations
	H43. about what is meant by first aid; basic techniques for dealing with common injuries
	H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
	H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk[3]
Year 6	Families and Friendships
	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
	R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

	R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
	R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
	R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
	R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
	Safe Relationships
	R26. about seeking and giving permission (consent) in different situations
	R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
	R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
	Respecting Ourselves and Others
	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
	R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
	Communities
	L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
	L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
	L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
	R21. about discrimination: what it means and how to challenge it

| | Media literacy and Digital resilience

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

L11. recognise ways in which the internet and social media can be used both positively and negatively

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Money and Work

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

L23. about the risks involved in gambling; different ways money can be won or lost through gamblingrelated activities and their impact on health, wellbeing and future aspirations
L24. to identify the ways that money can impact on people's feelings and emotions

Physical health and Mental wellbeing

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations |

	H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
	H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
	H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
	Growing and changing H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
	H35. about the new opportunities and responsibilities that increasing independence may bring
	H36. strategies to manage transitions between classes and key stages
	Keeping safe
	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
	H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
	H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, ecigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
	H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
	H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
	H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

	H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns