



Relationships & Sex Education Policy

Approved	Autumn 2025
Next Review	Autumn 2026
Approved by	Full Governing Body

Our School Vision

At St Stephen's we build each other up in love and learning, embracing our strengths and developing a passion for lifelong learning. We create opportunities for children to know how to stay safe and see themselves as unique, courageous and resilient global citizens - to be upstanders for fairness and equity and against discrimination and injustice.

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1. Aims

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

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

St. Stephen's C.E. Primary School fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. Our RSE policy is one of a range of documents which include the safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are protected.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- The policy must be read in conjunction with [Keeping Children Safe in Education](#)

At St Stephen's, we teach RSE as set out in this policy.

3. Policy development

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

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

4. Definition

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

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

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

RSE is not about the promotion of sexual activity.

'It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.' (Sex and Relationship Education Guidance July 2000)

'A comprehensive programme of SRE provides accurate information about the body, reproduction, sex and sexual health [e.g. HIV] . It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.' (Sex and Relationships for the 21st Century 2014 Brook, PSHE Associations and Sex Education Forum).

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. This is based on the PSHE Association question based model.

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

Primary sex education will focus on:

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

6. Delivery of RSE

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

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

Effective RSE is achieved when it is delivered within a planned RSE scheme of work, undertaken as part of a wider cross-curricular programme of PSHE & C, including activities relating to personal relationships, feelings, values, self-esteem and social development.

Many aspects of RSE will take place within science sessions. Other aspects of RSE will take place in specific PSHE & C sessions.

RSE will usually be taught by class teachers, who have a continuing relationship with the children, in order to create an appropriate atmosphere for sensitive discussion.

Other professionals with a clear understanding of the school's policy, e.g. the school nurse, may be involved in delivering the programme.

The following approaches are used for RSE:

- A discussion about why the subject can cause embarrassment
- Care with male/female group dynamics
- Use of pairs or small groups
- Use of question box technique
- Active learning techniques e.g. role-play, 'ping-pong' (completing a statement), diamond 9, fact or myth, marvellous mistakes etc.

To develop empathy and understanding, all young people have a right to learn about the issues relevant to the other sex. It is important therefore, that when boys and girls are together they learn about all areas of RSE e.g. periods and wet dreams. In addition single sex groupings may be used when appropriate.

Videos or non-interactive talks by speakers may be used. These must be in agreement with the P.S.H.E. co-ordinator. These have their place but would only be used in conjunction with other approaches.

Puberty is taught mainly in Year 5 and revised in Year 6 alongside teaching about reproduction. The teaching programmes begin with a video and a follow-up discussion takes place in gender groups. The children are encouraged to discuss anything with their parents and to consider questions which can be dealt with in subsequent lessons. See Appendix 1 for a progression of work covered through Key Stage 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ 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).

Within our RSE curriculum, there is a progressive emphasis on safe relationships and consent. From the early years and throughout key stage 1, the children are taught that privates are private and the difference between appropriate and inappropriate touch. Also, that permission needs to be sort in different contexts and what to do if they feel pressure to do something they feel uncomfortable with. Throughout key stage 2, there is an increasing emphasis on permission seeking including resisting pressure and acceptable and unacceptable physical contact and how to communicate this. The children are taught to understand that images and concepts they see online including acts of sexual violence and harrassment, are wrong and what to do if they experience or see something that makes them feel unsafe or uncomfortable.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

SEND

Pupils with SEND are given the opportunity to fully participate in RSE lessons, and a differentiated program is provided where necessary, to ensure that all pupils gain a full understanding. The pace and detail of some of the topics may differ and pupils may require additional support to generalise their learning outside of RSE lessons and provide support to personalise the learning to their own relationships, behaviours and maturation. It may be appropriate to revisit topics more frequently with pupils with SEND to support 'overlearning'. Pupils may need additional support to make sense of RSE lessons, sometimes separate small group sessions or individual work is provided, since aspects of the children's maturity may be behind their peers. Additional small group sessions for pupils with SEND are offered which allows for questions and discussion about concepts that might be challenging. Teachers will ensure any new pupils who join the school are assessed for curriculum knowledge and understanding and if required, 'caught up' with any gaps so they can access the curriculum to the full.

7. Use of external organisations, agencies and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - § This policy
 - § The [Teachers' Standards](#)
 - § The [Equality Act 2010](#)
 - § The [Human Rights Act 1998](#)
 - § The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- We won't, under any circumstances:
 - Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Staff do not have the right to opt out of teaching RSE.
- Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.
- The class teacher is responsible for timetabling to ensure that the relevant sections of the Scheme of Work are covered during each half term.
- Teachers will use a balance of:
 - teacher-prepared materials
 - published resources
 - practical tasks
 - visitors, e.g. parents, experts
 - educational visits

8.4 Pupils

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

9. Parents' right to withdraw

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

In our school, we will keep a record of attendance of the RSE lessons. If a child misses the statutory teaching of RE in Year 5 and 6, the children will then be taught when they return to school.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher 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.

11. Monitoring arrangements

The delivery of RSE is monitored by Nicola Collins (PSHE Co-ordinator) through:

- Planning scrutinies
- Pupil Voice
- Book looks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Nicola Collins (PSHE Co-ordinator) annually.

At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Whole School Overview

	Beginning of sch yr	Autumn 1	Autumn 2	Theme week	Spring 1	Spring 2	Theme week	Summer 1	Summer 2	Theme Week
Online Safety Stands All		Self Image and Identity	Online Relationships Online Bullying (Anti-bullying week)		Health, Wellbeing and Lifestyle	Copyright and Ownership		Managing online information Privacy and Security	Online Reputation Privacy and Security cont.	
Year 1		What is the same and different about us?	Who is special to us?		What helps us stay healthy?	How do we recognise our feelings?		Who helps to keep us safe?	How can we look after each other and the world?	
Year 2	Hands – 5 trusted adults at school and home Class rules	What are families like? What makes a good friend?	What is bullying?	Anti-Bullying Week November	What can help us grow and stay healthy?	What helps us to stay safe?	Mental Health Week February	What can we do with money?	How do we recognise our feelings?	Diversity Week June
Year 3		What makes a community?	How can I be a good friend?		What keeps us safe?	What jobs do people do?		Why should we eat well and look after our teeth?	Why should we keep active and sleep well?	
Year 4		What strengths, skills and	How do we treat each other		How can we	How can I manage my money		How can our	How can we	

		interests do we have ?	with respect?		manage our feelings?	and make decisions about spending?		choices make a difference to others and the environme nt?	manage risk in different places?	
Year 5		What makes up our identity?	How can drugs common to everyday life affect health?		How can we help in an accident or emergenc y?	How can friends communic ate safely?		How will we grow and change?	What jobs would we like?	
		How can the media influence people?			How can we keep healthy as we grow?			What will change as we become more independent?	How do friendships change as we grow?	

YEAR 1 – TERMLY OVERVIEW		
Half term / Key question:	Topic	In this unit of work, pupils learn...
Beginning Autumn Term	Hands with 5 trusted adults at school and at home PoS refs: R20	<ul style="list-style-type: none"> what to do if they feel unsafe or worried for themselves or others; who to ask for help
	Class rules Roles and responsibilities PoS refs: L1, L5	<ul style="list-style-type: none"> about what rules are, why they are needed, and why different rules are needed for different situations including their classroom about the different roles and responsibilities people have in their class community
Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies; privacy PoS refs: H21, H22, H23, H24, R13, R15, R18, R20, R23, L6, L14	<ul style="list-style-type: none"> what they like/dislike and are good at what makes them special and how everyone has different strengths how their personal features or qualities are unique to them how to manage when finding things difficult how they are similar or different to others, and what they have in common how to respond safely to adults they don't know to recognise that some things are private and the importance of respecting privacy that parts of bodies covered with underwear are private

		<ul style="list-style-type: none"> the difference between secrets and surprises and the importance of not keeping adults' secrets how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families; friends PoS refs: L4, R1, R2, R3, R4, R5, R6, R7	<ul style="list-style-type: none"> that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them about different features of family life, including what families do/ enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried how to make friends with others how to recognise when they feel lonely and what they could do about it how people behave when they are being friendly and what makes a good friend
Anti-Bullying Week November	PoS refs: R10, R11, R12	<ul style="list-style-type: none"> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online about how people may feel if they experience hurtful behaviour or bullying 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
Spring 1 What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H31, H37	<ul style="list-style-type: none"> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) that things people put into or onto their bodies can affect how they feel how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy that medicines can be harmful if not used and stored correctly why hygiene is important and how simple hygiene routines can stop germs from being passed on what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing
Mental Health Week February	H11, H12, H13, H16, H17, H18	Mental and physical wellbeing : what positively and negatively affects our health (five ways to wellbeing, sleep and a balanced diet)
Spring 2 How do we recognise	Health and Wellbeing Feelings; mood; times of change; loss and bereavement or moving to a new class/year group; growing up	<ul style="list-style-type: none"> how to recognise, name and describe a range of feelings what helps them to feel good, or better if not feeling good

our feelings?	PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, R6, R12	<ul style="list-style-type: none"> • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it
Summer 1 Who helps to keep us safe?	<p>Health and wellbeing Keeping safe; people who help us</p> <p>PoS refs: H29, H33, H35, H36, R15, R20, L5</p>	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard

YEAR 2 – TERMLY OVERVIEW		
Half term / Key question:	Topic	In this unit of work, pupils learn...
Beginning Autumn Term	Hands with 5 trusted adults at school and at home PoS refs: R20	<ul style="list-style-type: none"> • what to do if they feel unsafe or worried for themselves or others; who to ask for help
	Class rules Roles and responsibilities PoS refs: L1, L5	<ul style="list-style-type: none"> • about what rules are, why they are needed, and why different rules are needed for different situations including their classroom • about the different roles and responsibilities people have in their class community
Autumn 1 What are families like? What makes a good friend?	Relationships Families; friendship; feeling lonely; managing Arguments	<ul style="list-style-type: none"> • about different types of families including those that might be different to their own • to recognise the ways their family is the same and different to others • identify common features of family life • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe • how to treat themselves and others with respect
	PoS refs: R1, R2, R3, R4, R5, R6, R7, R8, R9, R22, R23, R25, L6	

		<p><i>Revise from Year 1</i></p> <ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to recognise when they feel lonely and what they could do about it • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy
Autumn 2 What is bullying?	<p>Relationships Behaviour; bullying; words and actions; respect for others; our bodies</p> <p>PoS refs: R10, R11, R12, R16, R19, R21, R22, R24, R25, H25</p>	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • how to resist pressure • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so • to use the correct names for the main parts of the body, including external genitalia; • to recognise that some things are private and the importance of respecting privacy • that parts of bodies covered with underwear are private • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
Anti-Bullying Week November	PoS refs: R10, R11, R12	<ul style="list-style-type: none"> • that bodies and feelings can be hurt by words and actions; that people can say hurtful things online • about how people may feel if they experience hurtful behaviour or bullying • 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
Spring 1 - What can help us grow and stay healthy?	<p>Health and wellbeing Being healthy: eating, drinking, playing and sleeping</p> <p>PoS refs: H1, H2, H3, H4, H8, H9</p>	<ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • • simple hygiene routines that can stop germs from spreading
Spring 2 What helps us to stay safe?	<p>Health and wellbeing Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32,</p>	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • that household products can be harmful if not used properly • how sunshine helps bodies to grow and how to keep safe and well in the sun

	H34, H35, H36, R14, R16, R17, R18, R19, R20, L1, L9	<ul style="list-style-type: none"> • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • school rules about health and safety • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say • about knowing there are situations when they should ask for permission and also when their permission should be sought • about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others; who to ask for help and vocabulary to use when asking for help; the importance of keeping trying until they are heard
Summer 1 What can we do with money? Covered Summer 2 - how do we recognise our feelings?	Living in the wider world Money; making choices; needs and wants; jobs PoS refs: L7, L8, L10, L11, L12, L13, L15, L16, L17	<ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • that jobs help people to earn money to pay for things • different jobs that people they know or people who work in the community do • about some of the strengths and interests someone might need to do different jobs • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this • about how the internet and digital services can be used safely to find things out and to communicate to with others • about the role of the internet in everyday life
Summer 2 How do we recognise our feelings?	Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H27	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it
Diversity Week	H21, H22, R12, R22, R23, R24, R25, L6	<ul style="list-style-type: none"> • what is discrimination and how to challenge it

June		<ul style="list-style-type: none"> •about respecting the differences and similarities between people and recognising what they have in common with others •to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own •how to discuss and debate topical issues, respecting and constructively challenging others' views
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YEAR 3 – TERMLY OVERVIEW		
Half term / Key question:	Topic	In this unit of work, pupils learn...
Beginning Autumn Term	Hands with 5 trusted adults at school and at home PoS refs: R29	<ul style="list-style-type: none"> •where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
	Class rules Roles and responsibilities PoS refs: L1, L3	<ul style="list-style-type: none"> •to recognise reasons for rules and laws; consequences of not adhering to rules and laws •about the relationship between rights and responsibilities
Autumn 1 What makes a community ?	Living in the wider world Community; belonging to groups; similarities and differences; respect for others PoS refs: R7, R8, R32, R33, L6, L7, L8, R21	<ul style="list-style-type: none"> •to recognise and respect that families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents); that families of all types can give family members love, security and stability •to recognise other shared characteristics of positive family life •how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays -how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups •what it means to be part of a school community •what is meant by a diverse community; how different groups make up the wider/local community around the school •how the community helps everyone to feel included and values the different contributions that people make •how to be respectful towards people who may live differently to them •about prejudice (a form of discrimination); what it means and how to challenge it
Autumn 2 How can I be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: H28, R1, R10, R11, R12, R13, R14, R15, R17, R18	<ul style="list-style-type: none"> •to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth •to recognise that there are different types of relationships •how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded •how to recognise if others are feeling lonely and excluded and strategies to include them •how to build good friendships, including identifying qualities that contribute to positive friendships

		<ul style="list-style-type: none"> that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
Sp 1 What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H26, H39, H40, H43, H44, R25, R26, R27, R28, R29	<ul style="list-style-type: none"> how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable 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 how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) where and how to get advice and report concerns if worried about their own or someone else's personal safety (including online) how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns what to do in an emergency, including calling for help and speaking to the emergency services
Anti-Bullying Week November	PoS refs: R19, R20	<ul style="list-style-type: none"> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour 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
Spring 2 What jobs do people do?	Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L11, L12, L29, H42	<ul style="list-style-type: none"> how jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their community how people have different strengths and interests that enable them to do different jobs that some jobs are paid more than other – decision high salary v job satisfaction

		<ul style="list-style-type: none"> •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 •recognise ways in which the internet and social media can be used both positively and negatively •how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
Mental Health Week February	H15, H16	Mental and physical wellbeing : what positively and negatively affects our health (five ways to wellbeing, sleep and a balanced diet)
Summer 1 Why should we eat well and look after our teeth?	Health and wellbeing Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care
Summer 2 Why should we keep active and sleep well?	Health and wellbeing Being healthy: keeping active, taking rest PoS refs: H1, H2, H3, H4, H7, H8, H13, H14, H46, H48	<p>how regular physical activity benefits bodies and feelings</p> <ul style="list-style-type: none"> • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried •about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, energy drinks alcohol and medicines) and their impact on health; •about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
Diversity Week June	H25, H26, R21, R31, R32, R33, L8, L9, L10	<ul style="list-style-type: none"> •what is discrimination and how to challenge it •about respecting the differences and similarities between people and recognising what they have in common with others •to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own •how to discuss and debate topical issues, respecting and constructively challenging others' views

YEAR 4 – TERMLY OVERVIEW		
Half term / Key question:	Topic	In this unit of work, pupils learn...
Beginning Autumn Term	Hands with 5 trusted adults at school and at home PoS refs: R29	<ul style="list-style-type: none"> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
	Class rules Roles and responsibilities PoS refs: L1, L3.	<ul style="list-style-type: none"> to recognise reasons for rules and laws; consequences of not adhering to rules and laws about the relationship between rights and responsibilities
Autumn 1 What strengths, skills and interests do we have ?	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	<ul style="list-style-type: none"> how to recognise personal qualities and individuality to develop self-worth by identifying positive things about themselves and their achievements how their personal attributes, strengths, skills and interests contribute to their self-esteem how to set goals for themselves how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking
Autumn 2 How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, L2, L3, L10, L11, L12	<ul style="list-style-type: none"> how people's behaviour affects themselves and others, including online how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return about the relationship between rights and responsibilities about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) the rights that children have and why it is important to protect these that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns critically examine what is presented to them in social media
Anti-Bullying Week November	PoS refs: R19, R20	<ul style="list-style-type: none"> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour 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
Spring 1 How can we manage our feelings?	Health and wellbeing Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23, R17	<ul style="list-style-type: none"> how everyday things can affect feelings how feelings change over time and can be experienced at different levels of intensity the importance of expressing feelings (having a varied vocab) and how they can be expressed in different ways how to respond proportionately to, and manage, feelings in different circumstances

		<ul style="list-style-type: none"> ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings <p>Resolving differences; strategies to resolve disputes and reconcile differences positively and safely</p>
Spring 2 How can I manage my money and make decisions about spending?	Living in the wider world Different ways to pay for things; choices, influences and decisions around spending; keeping track of money L17, L18, L20, L21, L22	<ul style="list-style-type: none"> about the different ways to pay for things and the choices people have about this (e.g. from current accounts/savings; store card/credit cards; loans) to recognise that people have different attitudes towards saving and spending; what influences people's decisions and resisting pressure to buy things to recognise that people make spending decisions based on priorities, needs and wants different ways to keep track of their money critical consumer: critical thinking, brand name v cheaper options, role of advertising that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions
Mental Health Week February	H15, H16	Mental and physical wellbeing : what positively and negatively affects our health (five ways to wellbeing, sleep and a balanced diet)
Summer 1 How can our choices make a difference to others and the environment ?	Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34	<ul style="list-style-type: none"> how people have a shared responsibility to help protect the world around them (at home, school and in their local and global community) how everyday choices can affect the environment how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues how to show care and concern for others (people and animals) how to carry out personal responsibilities in a caring and compassionate way
Summer 2 How can we manage risk in different places?	Health and wellbeing Keeping safe; out and about; recognising and managing risk PoS refs: H9, H12, H37, H38, H39, H41, H42, H46, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15	<ul style="list-style-type: none"> how to recognise, predict, assess and manage risk in different situations to know the difference between risk, hazard and danger how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence how people's online actions can impact on other people how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online how to report concerns, including about inappropriate online content and contact that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law legal drugs: risks and resisting pressure; risks to their immediate and future health and safety

		•that bacteria and viruses can affect health; good hygiene routines to prevent infection
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YEAR 5 – TERMLY OVERVIEW		
Half term / Key question:	Topic	In this unit of work, pupils learn...
Beginning Autumn Term	Hands with 5 trusted adults at school and at home PoS refs: R29	•where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
	Class rules Roles and responsibilities PoS refs: L1, L3	•to recognise reasons for rules and laws; consequences of not adhering to rules and laws •about the relationship between rights and responsibilities
Autumn 1 What makes up our identity?	Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R23, R28, R32, L9	<ul style="list-style-type: none"> how to recognise and respect similarities and differences between people and what they have in common with others that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) 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 (including how to respond to and challenge extreme views) how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (including how to respond to and challenge extreme views) about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others how to challenge stereotypes and assumptions about others
Autumn 2 How can drugs common to everyday life affect health?	Health and wellbeing Drugs, alcohol and tobacco; healthy habits PoS refs: H1, H3, H4, H46, H47, H48, H50	<ul style="list-style-type: none"> how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others why people choose to use or not use different drugs how people can prevent or reduce the risks associated with them that for some people, drug use can become a habit which is difficult to break how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use how to ask for help from a trusted adult if they have any worries or concerns about drugs
Anti- Bullying Week November	PoS refs: R19, R20	•about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

		<ul style="list-style-type: none"> 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
Spring 1 How can we help in an accident or emergency?	Health and wellbeing Basic first aid, accidents, dealing with emergencies PoS refs: H43, H44	<ul style="list-style-type: none"> how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions that if someone has experienced a head injury, they should not be moved when it is appropriate to use first aid and the importance of seeking adult help the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services
Mental Health Week February	H15, H16	Mental and physical wellbeing : what positively and negatively affects our health (five ways to wellbeing, sleep and a balanced diet)
Spring 2 How can friends communicate safely?	Relationships Friendships; relationships; becoming independent; online safety PoS refs: H13, H16, H42, R1, R17, R18, R24, R26, R28, R29, L11, L15, L16	<ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively and negatively critically examine what is presented to them in social media, gossip and images about strategies and behaviours that support mental health : recognising and critiquing images seen online and in social media which can distort reality and affect their sense of self-worth how knowing someone online differs from knowing someone face-to-face managing time on mobile and other internet devices; safe user habits how to recognise risk in relation to friendships and keeping safe how to recognise pressure from others to do something safe or that makes them feel uncomfortable and strategies for managing this inc. recognising and managing dares about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety
Summer 1 How will we grow and change?	Health and wellbeing Growing and changing; puberty PoS refs: H31, H32, H34, H35	<ul style="list-style-type: none"> about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams how puberty can affect emotions and feelings how personal hygiene routines change during puberty how to ask for advice and support about growing and changing and puberty recognise how their increasing independence brings increasing responsibility for keeping themselves and others safe
Summer 2 What jobs	Living in the wider world Careers; aspirations; role models; the future	<ul style="list-style-type: none"> the effect of spending decisions the role money plays in their lives and what influences them – resisting pressure to buy products through enticing advertisements; being a critical consumer

would we like?	PoS refs:L18, L19, L26, L27, L28, L29, L30, L31,L32	<ul style="list-style-type: none"> •to develop an initial understanding of loan, interest, debt and tax •that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime •that some jobs are paid more than others and some may be voluntary (unpaid) •about the skills, attributes, qualifications and training needed for different jobs •that there are different ways into jobs and careers, including college, apprenticeships and university •how people choose a career/job and what influences their decision, including skills, interests and pay •how to question and challenge stereotypes about the types of jobs people can do •how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
Diversity Week June	H25, H26, R21, R31, R32, R33, L8, L9, L10	<ul style="list-style-type: none"> •what is discrimination and how to challenge it •about respecting the differences and similarities between people and recognising what they have in common with others •to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own •how to discuss and debate topical issues, respecting and constructively challenging others' views

YEAR 6 – TERMLY OVERVIEW		
Half term / Key question:	Topic	In this unit of work, pupils learn...
Beginning Autumn Term	Hands with 5 trusted adults at school and at home PoS refs: R29	<ul style="list-style-type: none"> •where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
	Class rules Roles and responsibilities PoS refs: L1, L3	<ul style="list-style-type: none"> •to recognise reasons for rules and laws; consequences of not adhering to rules and laws •about the relationship between rights and responsibilities
Autumn 1 and 2 How can the media influence people?	Living the wider world Media literacy and digital resilience; influences and decision-making; online safety PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23, L24	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or on social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it

		<ul style="list-style-type: none"> • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have on mental health and wellbeing • to identify the ways that money can impact on people's feelings and emotions • to discuss and debate what influences people's decisions, taking into consideration different viewpoints
Anti- Bullying Week November	PoS refs: R19, R20	<ul style="list-style-type: none"> • about the impact of bullying, including offline and online, and the consequences of hurtful behaviour • 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
Mental Health Week February	H15, H16	Mental and physical wellbeing : what positively and negatively affects our health (five ways to wellbeing, sleep and a balanced diet)
Spring 1 and 2 How can we keep healthy as we grow?	Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H9, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10, L2, L19	<ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • that someone's decision to take illegal drugs can affect others e.g. drugs money to fund extremist groups; impact on poor communities etc. • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on

		<ul style="list-style-type: none"> • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support • that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else • 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 • to learn about the myths and misconceptions surrounding HIV/AIDS
Summer 1 & 2 What will change as we become more independent? How do friendships change as we grow?	Relationships Different relationships, changing and growing, adulthood, independence, moving to secondary school PoS refs: H24, H30, H33, H34, H35, H36,H38, R2, R3, R4, R5, R6, R9, R16, R18, R25, R26, R27,R28, R29	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; that gender identity and sexual orientation are different • feature of positive family life is caring relationships and the way couples care for one another • to recognise when a relationship is unhealthy (including online) and who to talk to if they need support • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • acceptable and unacceptable physical contact and how to communicate it; concept of consent and how to get support • confidentiality and privacy and when to break it (secrets); personal boundaries, right to privacy and permission-seeking, including online • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; • how to ask for support or where to seek further information and advice regarding growing up and changing • how to resist pressure to behave in an unacceptable, unhealthy or risky way (radicalisation, extremism, challenging views and dares) including predicting, assessing and managing risk • where to get advice and report concerns if worried about their own or someone else's personal safety (inc online)

Appendix 2: By the end of primary school pupils should know (Relationships)

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> · 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	<ul style="list-style-type: none"> · 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	<ul style="list-style-type: none">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 safeThat each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contactHow to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not knowHow to recognise and report feelings of being unsafe or feeling bad about any adultHow to ask for advice or help for themselves or others, and to keep trying until they are heardHow to report concerns or abuse, and the vocabulary and confidence needed to do soWhere to get advice e.g. family, school and/or other sources
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Appendix 2: By the end of primary school pupils should know (Health)

Topic	Pupils should know
Mental Wellbeing	<ul style="list-style-type: none">· that mental wellbeing is a normal part of daily life, in the same way as physical health● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

	<ul style="list-style-type: none"> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private why social media, some computer games and online gaming, for example, are age restricted that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted where and how to report concerns and get support with issues online

Physical health and fitness	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise the risks associated with an inactive lifestyle (including obesity) how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy Eating	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content) the principles of planning and preparing a range of healthy meals the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing the facts and science relating to allergies, immunisation and vaccination

Basic first aid	<ul style="list-style-type: none">● how to make a clear and efficient call to emergency services if necessary● concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	<ul style="list-style-type: none">● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes● about menstrual wellbeing including the key facts about the menstrual cycle

Appendix 3: Parent form: withdrawal from sex education within RSE

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

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