



# Hotham Primary School

## Relationships and Health Education (RHE) Policy

### Autumn 2023

<b>Ownership and Consultation</b>	
<b>Document author (name and role)</b>	Rebecca Oddy Assistant Headteacher
<b>Consultation (role)</b>	Whole staff team, Community
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## Introduction

The aims of relationships and health education (RHE) 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

At Hotham, our school values are 'Respect, Responsibility and Resolve', which are intrinsically linked to our RHE policy. All students who leave Hotham will do so knowing that they have a right to be treated with respect, and have a responsibility to treat others (and themselves) with respect as well. Through the delivery of high quality lessons by caring staff, students will have the resolve they need to face and overcome any adversities they may encounter through adolescence and into adulthood.

## Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. To ensure that our RHE policy is informed by what the science curriculum requires in relation to sex education, we have referred to the following documents:

- [Science programmes of study: key stages 1 and 2. National curriculum in England](#)
- [Human development and reproduction in the Primary Curriculum](#)

In teaching RHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Hotham Primary School we teach RHE as set out in this policy.

## Policy and Curriculum Development

Our curriculum has been customised for the pupils of Hotham and is the appropriate curriculum for our school community. This policy has been developed with staff, pupils and parents and 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 feedback – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder feedback – parents and any interested parties were involved in the curriculum and policy development
4. Pupil voice – we investigated what pupils want from their RHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. Some aspects of RHE are taught in science and others are taught as part of personal, social, health and economic education (PSHE). In addition to this, primary sex education will be taught to year 6 pupils in the summer term.

Many young people report that their sex education is often ‘too little, too late and too biological’ which is reinforced in the Ofsted’s report [Not Yet Good Enough](#). Delivering these sex education lessons within our compulsory RHE curriculum ensures that pupils receive accurate information whilst simultaneously gaining essential skills for developing positive, safe relationships. The Department for Education’s paper [The Importance of Teaching](#) also highlighted the need for children to receive ‘high quality sex and relationships education so they can make wise and informed choices’.

## Curriculum

Our RHE curriculum is integrated into our existing PSHE education curriculum. At Hotham, we have developed our curriculum using the [Programme of Study for PSHE Education from the PSHE Association](#), which has been updated for the 2023/2024 academic year. The [Department for Education](#) regularly signposts the PSHE Association for schools to use to ensure their curriculum development is in line with statutory guidance.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don’t seek answers online. More information on how teachers answer pupil questions can be found in Appendix 1.

[The Department for Education](#) continues to recommend that primary schools have a sex education programme to ensure that pupils are supported during the transition from primary to secondary school.

Primary sex education will be delivered to year 6 pupils in the summer term and focus on:

- How a baby is conceived
- How a baby is born

For more information about our curriculum, see our curriculum map in Appendix 2.

## Delivery of RHE

RHE is taught within the PSHE education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

RHE 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

It also teaches children about physical health and mental wellbeing, which covers topics including:

- Mental wellbeing
- Internet safety and harm
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (including puberty)

In Key Stage 1 and Key Stage 2, our curriculum is based on the Programme of Study from the PSHE Association, which is organised into three core themes. These are: relationships; living in the wider world; and health and wellbeing. The themes of ‘relationships’ and ‘health and wellbeing’ cover the statutory requirements that all schools must teach, which include the following topics: families and friendships; safe relationships; respecting ourselves and others; physical health and mental wellbeing; growing and changing; and keeping safe. Even though many of the topics covered in ‘living in the wider world’ are not included in the statutory requirements, this theme is equally as important. At Hotham, we teach our pupils about belonging to a community, media literacy and digital resilience and money and work through specific PSHE lessons, through their experiences in Hotham Projects and visiting experts from the local community.

## Delivery of Sex Education

In addition to what is covered in the statutory science curriculum, children in year 6 will have 2 sex education lessons and learn about the following:

- Conception and pregnancy (how a baby is conceived and born)

For more information about our curriculum, see Appendix 2

## The Equality Act 2010 and Protected Characteristics

RHE is taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families are diverse and can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, as well as foster parents/carers. Our curriculum also acknowledges that some children may have a different structure of support around them, such as looked after children or children who are young carers.

Our curriculum also reflects current law as it applies to relationships so that pupils understand what the law does and doesn’t allow. In doing so, our school meets its legal requirement based on the [Equality Act 2010](#), as well ensuring that pupils leave Hotham understanding that it is against the law to discriminate against others based on [protected characteristics](#). More information on how the government inspects school’s on their teaching of the protected characteristics can be found on the [government guidance](#) updated in December 2020.

## Special Educational Needs and/or a Disability

Pupils with a special educational need and/or a disability (SEND) are given full access to the RHE curriculum. Like any other subject, RHE lessons will be tailored to remove barriers and meet the needs of individual pupils. At Hotham we understand the diversity of our pupils and know that any reasonable adjustments to teaching must be informed by parents and the pupils themselves.

As outlined in '[RSE for disabled pupils and pupils with special educational needs](#)', there are many strategies that mainstream schools can utilise to support pupils with SEND when accessing the RHE curriculum. These can include, but are not limited to:

- Breaking information down into smaller chunks
- Allowing breaks during lessons
- Pre-teaching and reviewing content in a small group or 1:1
- Allowing extra time to complete tasks
- Using correct, scientific vocabulary (not jargon or slang words)
- Giving examples
- Using assessment for learning to check for understanding

Staff may also refer to the PSHE Association's PSHE [Education Planning Framework for Pupils with SEND KS1 – 4](#).

## Early Years Foundation Stage

PSHE education is not a discreet curriculum subject within the statutory [Early Years Foundation Stage framework](#). However, pupils in the Early Years begin exploring the foundations of PSHE through learning and development opportunities that are interwoven into daily play-based activities, role-play areas, quality children's fiction and reflective discussions. The prime areas of 'Personal, Social and Emotional Development' (PSED) and 'Communication and Language' have strong links to PSHE education, ensuring that pupils make relationships with others, are self-confident and self-aware, and have the necessary skills to express themselves and to regulate their feelings and behaviour. In addition to these two prime areas, pupils also learn about people and communities and the world around them through the specific area of 'Understanding the World' (UTW), which also has strong links to PSHE education.

## Remote Learning

In any period of closure (e.g. during the Covid-19 pandemic), we will continue to offer our RHE curriculum. This will be delivered remotely, using a mixture of live lessons, recorded videos and online resources, with a focus on personal wellbeing. Please see our Remote Learning Policy for more information on delivery and content.

## Roles and Responsibilities

### The governing board

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

### The headteacher

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

### Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE

- 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 RHE

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

### **Pupils**

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

## **Parents' rights to withdraw**

Parents do not have the right to withdraw their children from RHE. Parents have the right to withdraw their children from the non-statutory components of sex education within RHE. Any parents who wish to discuss withdrawing their child from the non-statutory components of sex education within RHE lessons need to make an appointment to meet the Headteacher.

We recommend that all parents read [‘\*Understanding Relationships and Health Education in your child’s primary school: a guide for parents\*’](#), which is the Department for Education's guidance for parents and carers.

## **Training**

Staff are trained on the delivery of RHE 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 RHE.

## **Monitoring arrangements**

The delivery of RHE is monitored by the subject lead through:

- Learning walks
- Digital Scrapbook monitoring
- Planning monitoring
- Pupil voice

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the RHE subject lead annually. At every review, the policy will be approved by the headteacher and shared with the governing board for information.

## **Assessment**

Effective assessment allows teachers and pupils to reflect on what has been learnt and demonstrates the impact of lessons. The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that *“schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas”*. According to the PSHE Association, the model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a

pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). Staff will achieve this through the use of:

- Baseline activities to gauge prior knowledge and understanding
- Assessment for learning over the course of a lesson or series of lessons
- Endpoint activities to gauge new knowledge and understanding
- Measuring progress by comparing baseline and endpoint activities
- Peer and self-assessment tasks
- 'I can' statements for each year group

Staff will use the PSHE Associations '*A Guide to Assessment in Primary PSHE Association*' to support their planning for assessment tasks. Pupils progress in RHE and PSHE is monitored during each topic and children are asked to re-visit tasks to show their understanding of a topic.

## Appendix 1 – Strategies for answering questions (staff)

### Allow for anonymous questions

- 'Ask it' basket
- Anonymous questions box/envelope
- Tell anyone whose question wasn't answered to come and see you afterwards if they want to.

### Value the question

- "That's a really good question and I'm glad you asked it."

### Check/clarify understanding

- "What makes you say that?"
- "What do you think the answer is?"
- Don't ask why they have asked the question, this can be hard for children to answer!

### Don't be afraid to 'buy time' / 'park it' or admit you don't know. Run it by a colleague and answer it later.

- "That's a really good question and I'm glad you asked it. I want to give you the best answer possible so I might need to think about it first. Shall we talk about it again tomorrow?"
- Acknowledge there are sometimes no definitive answers.
- Be conscious of the message you give to your class by your reaction to a question.
- Refer back to ground rules set at start of lesson (e.g. no personal questions)
- Keep It Short and Simple (KISS)
- If it's not age appropriate, it's ok to tell the children that they will learn more about it when they're older/in the next year group.
- Be mindful of agreed staff protocol and approaches (e.g. when to discuss with colleagues, share with SLT or parents, safeguarding procedures).
- If you're unsure, ASK SOMEONE.



## Appendix 2 – PSHE / RHE curriculum map

The curriculum map sets out how PSHE/ RHE is taught termly in each year group. The RHE elements are highlighted in yellow . The curriculum includes references to the Science curriculum. These themes are continually revisited as children progress through the school. Themes are also addressed as and when they arise, for example to address issues with friendships in the class.

Units of work at a glance									
	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	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
Nursery	<b>Personal, Social, Emotional Development</b> Self Regulation Managing Self Building Relationships <b>Communication and Language</b> Listening, Attention and Understanding Speaking <b>Understanding the World</b> People, Culture and Communities			<b>Personal, Social, Emotional Development</b> Self Regulation Managing Self Building Relationships <b>Communication and Language</b> Listening, Attention and Understanding Speaking <b>Understanding the World</b> Past and Present			<b>Personal, Social, Emotional Development</b> Self Regulation Managing Self Building Relationships <b>Communication and Language</b> Listening, Attention and Understanding Speaking <b>Understanding the World</b> The Natural World		
Reception	<b>Personal, Social, Emotional Development</b> Self Regulation Managing Self Building Relationships <b>Communication and Language</b> Listening, Attention and Understanding Speaking <b>Understanding the World</b> People, Culture and Communities			<b>Personal, Social, Emotional Development</b> Self Regulation Managing Self Building Relationships <b>Communication and Language</b> Listening, Attention and Understanding Speaking <b>Understanding the World</b> Past and Present			<b>Personal, Social, Emotional Development</b> Self Regulation Managing Self Building Relationships <b>Communication and Language</b> Listening, Attention and Understanding Speaking <b>Understanding the World</b> The Natural World		

Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM

Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
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Year 1	
Topic	Learning Outcomes
<b>Families and Friendships</b>  Roles of different people; families; feeling cared for	Pupils learn... <ul style="list-style-type: none"> <li>● about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>● the role these different people play in children's lives and how they care for them</li> <li>● what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>● about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>
<b>Safe relationships</b>  Recognising privacy; staying safe; seeking permission  <b>Year 1 Science</b> -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Pupils learn... <ul style="list-style-type: none"> <li>● about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>● about what it means to keep something private, including parts of the body that are private</li> <li>● to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>● how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>● when it is important to ask for permission to touch others</li> <li>● how to ask for and give/not give permission</li> </ul>
<b>Respecting ourselves and others</b>  How behaviour affects others; being polite and respectful	Pupils learn... <ul style="list-style-type: none"> <li>● what kind and unkind behaviour mean in and out school</li> <li>● how kind and unkind behaviour can make people feel</li> <li>● about what respect means</li> <li>● about class rules, being polite to others, sharing and taking turns</li> </ul>
<b>Belonging to a community</b>  What rules are; caring for others' needs; looking after the environment	Pupils learn... <ul style="list-style-type: none"> <li>● about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>● that different people have different needs</li> <li>● how we care for people, animals and other living things in different ways</li> <li>● how they can look after the environment, e.g. recycling</li> </ul>
<b>Media literacy and digital resilience</b>  Using the internet and digital devices; communicating online	Pupils learn... <ul style="list-style-type: none"> <li>● how and why people use the internet</li> <li>● the benefits of using the internet and digital devices</li> <li>● how people find things out and communicate safely with others online</li> </ul>
<b>Money and work</b>  Strengths and interests; jobs in the community	Pupils learn... <ul style="list-style-type: none"> <li>● that everyone has different strengths, in and out of school</li> <li>● about how different strengths and interests are needed to do different jobs</li> <li>● about people whose job it is to help us in the community</li> <li>● about different jobs and the work people do</li> </ul>
<b>Physical Health and Mental wellbeing</b>  Keeping healthy; food and exercise; hygiene routines; sun safety	Pupils learn... <ul style="list-style-type: none"> <li>● what it means to be healthy and why it is important</li> <li>● ways to take care of themselves on a daily basis</li> <li>● about basic hygiene routines, e.g. hand washing</li> <li>● about healthy and unhealthy foods, including sugar intake</li> <li>● about physical activity and how it keeps people healthy</li> <li>● about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>● about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> </ul>

	<ul style="list-style-type: none"> <li>● how to keep safe in the sun</li> </ul>
<b>Growing and changing</b>  Recognising what makes them unique and special; feelings; managing when things go wrong	Pupils learn... <ul style="list-style-type: none"> <li>● to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>● how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>● how they are the same and different to others</li> <li>● about different kinds of feelings</li> <li>● how to recognise feelings in themselves and others</li> <li>● how feelings can affect how people behave</li> </ul>
<b>Keeping safe</b>  How rules and age restrictions help us; keeping safe online	Pupils learn... <ul style="list-style-type: none"> <li>● how rules can help to keep us safe</li> <li>● why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>● basic rules for keeping safe online</li> <li>● whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>

Year 2	
Topic	Learning Outcomes
<b>Families and Friendships</b>  Making friends; feeling lonely and getting help	Pupils learn... <ul style="list-style-type: none"> <li>● how to be a good friend, e.g. kindness, listening, honesty</li> <li>● about different ways that people meet and make friends</li> <li>● strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>● about what causes arguments between friends</li> <li>● how to positively resolve arguments between friends</li> <li>● how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>
<b>Safe relationships</b>  Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Pupils learn... <ul style="list-style-type: none"> <li>● how to recognise hurtful behaviour, including online</li> <li>● what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>● about what bullying is and different types of bullying</li> <li>● how someone may feel if they are being bullied</li> <li>● about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>● how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>● how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul>
<b>Respecting ourselves and others</b>  Recognising things in common and differences; playing and working cooperatively; sharing opinions	Pupils learn... <ul style="list-style-type: none"> <li>● about the things they have in common with their friends, classmates, and other people</li> <li>● how friends can have both similarities and differences</li> <li>● how to play and work cooperatively in different groups and situations</li> <li>● how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>
<b>Belonging to a community</b>  Belonging to a group; roles and responsibilities; being the same and different in the community	Pupils learn... <ul style="list-style-type: none"> <li>● about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>● about different rights and responsibilities that they have in school and the wider community</li> <li>● about how a community can help people from different groups to feel included</li> <li>● to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>
<b>Media literacy and digital resilience</b>	Pupils learn...

<p>The internet in everyday life; online content and information</p>	<ul style="list-style-type: none"> <li>● the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>● to recognise the purpose and value of the internet in everyday life</li> <li>● to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>● that information online might not always be true</li> </ul>
<p><b>Money and work</b></p> <p>What money is; needs and wants; looking after money</p>	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>● about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>● how money can be kept and looked after</li> <li>● about getting, keeping and spending money</li> <li>● that people are paid money for the job they do</li> <li>● how to recognise the difference between needs and wants</li> <li>● how people make choices about spending money, including thinking about needs and wants</li> </ul>
<p><b>Physical Health and Mental wellbeing</b></p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p>	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>● about routines and habits for maintaining good physical and mental health</li> <li>● why sleep and rest are important for growing and keeping healthy</li> <li>● that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>● the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>● about food and drink that affect dental health</li> <li>● how to describe and share a range of feelings</li> <li>● ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>● how to manage big feelings including those associated with change, loss and bereavement</li> <li>● when and how to ask for help, and how to help others, with their feelings</li> </ul>
<p><b>Growing and changing</b></p> <p>Growing older; naming body parts; moving class or year</p> <p>Year 2 Science</p> <p>-Notice that animals, including humans, have offspring which grow into adults</p>	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>● about the human life cycle and how people grow from young to old</li> <li>● how our needs and bodies change as we grow up</li> <li>● to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>● about change as people grow up, including new opportunities and responsibilities</li> <li>● preparing to move to a new class and setting goals for next year</li> </ul>
<p><b>Keeping safe</b></p> <p>Safety in different environments; risk and safety at home; emergencies</p>	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>● how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>● how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>● to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>● how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>● about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>● how to respond if there is an accident and someone is hurt</li> <li>● about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>

**Year 3**

<b>Topic</b>	<b>Learning Outcomes</b>
<p><b>Families and Friendships</b></p> <p>What makes a family; features of family life</p>	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>● to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>● that being part of a family provides support, stability and love</li> <li>● about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>● about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>● to identify if/when something in a family might make someone upset or worried</li> <li>● what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>
<p><b>Safe relationships</b></p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p>	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>● What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>● about what privacy and personal boundaries are, including online</li> <li>● basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>● that bullying and hurtful behaviour is unacceptable in any situation</li> <li>● about the effects and consequences of bullying for the people involved</li> <li>● about bullying online, and the similarities and differences to face-to-face bullying</li> <li>● what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul>
<p><b>Respecting ourselves and others</b></p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>● to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>● how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>● the importance of self-respect and their right to be treated respectfully by others</li> <li>● what it means to treat others, and be treated, politely</li> <li>● the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>
<p><b>Belonging to a community</b></p> <p>The value of rules and laws; rights, freedoms and responsibilities</p>	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>● the reasons for rules and laws in wider society</li> <li>● the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>● what human rights are and how they protect people</li> <li>● to identify basic examples of human rights including the rights of children</li> <li>● about how they have rights and also responsibilities</li> <li>● that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>
<p><b>Media literacy and digital resilience</b></p> <p>How the internet is used; assessing information online</p>	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>● how the internet can be used positively for leisure, for school and for work</li> <li>● to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>● strategies to recognise whether something they see online is true or accurate</li> <li>● to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>● to make safe, reliable choices from search results</li> <li>● how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>
<p><b>Money and work</b></p>	<ul style="list-style-type: none"> <li>● Pupils learn...</li> <li>● about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> </ul>

Different jobs and skills; job stereotypes; setting personal goals	<ul style="list-style-type: none"> <li>● that people can have more than one job at once or over their lifetime</li> <li>● about common misconceptions and gender stereotypes related to work</li> <li>● to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>● about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>● to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>● how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>
<b>Physical Health and Mental wellbeing</b>  Health choices and habits; what affects feelings; expressing feelings	Pupils learn... <ul style="list-style-type: none"> <li>● about the choices that people make in daily life that could affect their health</li> <li>● to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>● what can help people to make healthy choices and what might negatively influence them</li> <li>● about habits and that sometimes they can be maintained, changed or stopped</li> <li>● the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>● what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>● that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>● about the things that affect feelings both positively and negatively and strategies to identify and talk about their feelings</li> <li>● about some of the different ways people express feelings e.g. words, actions, body language</li> <li>● to recognise how feelings can change overtime and become more or less powerful</li> </ul>
<b>Growing and changing</b>  Personal strengths and achievements; managing and reframing setbacks	Pupils learn... <ul style="list-style-type: none"> <li>● that everyone is an individual and has unique and valuable contributions to make</li> <li>● to recognise how strengths and interests form part of a person's identity</li> <li>● how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>● to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>● basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, trying again</li> </ul>
<b>Keeping safe</b>  Risks and hazards; safety in the local environment and unfamiliar places	Pupils learn... <ul style="list-style-type: none"> <li>● how to identify typical hazards at home and in school</li> <li>● how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>● about fire safety at home including the need for smoke alarms</li> <li>● the importance of following safety rules from parents and other adults</li> <li>● how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>

Year 4	
Topic	Learning Outcomes
<b>Families and Friendships</b>  Positive friendships, including online	<ul style="list-style-type: none"> <li>● Pupils learn...</li> <li>● about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>● strategies to build positive friendships</li> <li>● how to seek support with relationships if they feel lonely or excluded</li> <li>● how to communicate respectfully with friends when using digital devices</li> <li>● how knowing someone online differs from knowing someone face to face and there are risks in communicating with someone they don't know</li> <li>● what to do or whom to tell if they are worried about any contact online</li> </ul>
<b>Safe relationships</b>	Pupils learn... <ul style="list-style-type: none"> <li>● to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> </ul>



<p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p>	<ul style="list-style-type: none"> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online</li> </ul>
<p><b>Respecting ourselves and others</b></p> <p>Respecting differences and similarities; discussing difference sensitively</p>	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>• to recognise differences between people such as gender, race, faith</li> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>
<p><b>Belonging to a community</b></p> <p>What makes a community; shared responsibilities</p>	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>
<p><b>Media literacy and digital resilience</b></p> <p>How data is shared and used</p>	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>
<p><b>Money and work</b></p> <p>Making decisions about money; using and keeping money safe</p>	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>• how people make different spending decisions based on their budget, values and needs</li> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>
<p><b>Physical Health and Mental wellbeing</b></p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p>	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• what good physical health means and how to recognise early signs of physical illness</li> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>
<p><b>Growing and changing</b></p> <p>Physical and emotional changes in puberty; external genitalia;</p>	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> </ul>

personal hygiene routines; support with puberty	<ul style="list-style-type: none"> <li>● key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>● strategies to manage the changes during puberty including menstruation</li> <li>● the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>● how to discuss the challenges of puberty with a trusted adult</li> <li>● how to get information, help and advice about puberty</li> </ul>
<b>Keeping safe</b>  Medicines and household products; drugs common to everyday life	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>● the importance of taking medicines correctly and using household products safely</li> <li>● to recognise what is meant by a 'drug'</li> <li>● that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>● to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>● to identify some of the risks associated with drugs common to everyday life</li> <li>● that for some people using drugs can become a habit which is difficult to break</li> <li>● how to ask for help or advice</li> </ul>

Year 5	
Topic	Learning Outcomes
<b>Families and Friendships</b>  Managing friendships and peer influence	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>● what makes a healthy friendship and how they make people feel included</li> <li>● strategies to help someone feel included</li> <li>● about peer influence and how it can make people feel or behave</li> <li>● the impact of the need for peer approval in different situations, including online</li> <li>● strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>● that it is common for friendships to experience challenges</li> <li>● strategies to positively resolve disputes and reconcile differences in friendships</li> <li>● that friendships can change over time and the benefits of having new and different types of friends</li> <li>● how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>● when and how to seek support in relation to friendships</li> </ul>
<b>Safe relationships</b>  Physical contact and feeling safe	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>● to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>● how to ask for, give and not give permission for physical contact</li> <li>● how it feels in a person's mind and body when they are uncomfortable</li> <li>● that it is never someone's fault if they have experienced unacceptable contact</li> <li>● how to respond to unwanted or unacceptable physical contact</li> <li>● that no one should ask them to keep a secret that makes them feel uncomfortable or persuade them to keep a secret they are worried about</li> <li>● whom to tell if they are concerned about unwanted physical contact</li> </ul>
<b>Respecting ourselves and others</b>  Responding respectfully to a wide range of people; recognising prejudice and discrimination	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>● to recognise that everyone should be treated equally</li> <li>● why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>● what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>● to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> </ul>

	<ul style="list-style-type: none"> <li>● the impact of discrimination on individuals, groups and wider society</li> <li>● ways to safely challenge discrimination</li> <li>● how to report discrimination online</li> </ul>
<b>Belonging to a community</b>  Protecting the environment; compassion towards others	Pupils learn... <ul style="list-style-type: none"> <li>● about how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>● the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>● how to show compassion for the environment, animals and other living things</li> <li>● about the way that money is spent and how it affects the environment</li> <li>● to express their own opinions about their responsibility towards the environment</li> </ul>
<b>Media literacy and digital resilience</b>  How information online is targeted; different media types, their role and impact	Pupils learn... <ul style="list-style-type: none"> <li>● to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>● basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>● that some media and online content promote stereotypes</li> <li>● how to assess which search results are more reliable than others</li> <li>● to recognise unsafe or suspicious content online</li> <li>● how devices store and share information</li> </ul>
<b>Money and work</b>  Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Pupils learn... <ul style="list-style-type: none"> <li>● to identify jobs that they might like to do in the future</li> <li>● about the role ambition can play in achieving a future career</li> <li>● how or why someone might choose a certain career</li> <li>● about what might influence people's decisions about a job or career, including pay, personal interests, strengths and qualities, family, values</li> <li>● the importance of diversity and inclusion to promote people's career opportunities</li> <li>● about stereotyping in the workplace, its impact and how to challenge it</li> <li>● that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>
<b>Physical Health and Mental wellbeing</b>  Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	<ul style="list-style-type: none"> <li>● Pupils learn...</li> <li>● how sleep contributes to a healthy lifestyle</li> <li>● healthy sleep strategies and how to maintain them</li> <li>● about the benefits of being outdoors and in the sun for physical and mental health</li> <li>● how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>● how medicines can contribute to health and how allergies can be managed</li> <li>● that some diseases can be prevented by vaccinations and immunisations</li> <li>● that bacteria and viruses can affect health</li> <li>● how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>● to recognise the shared responsibility of keeping a clean environment</li> </ul>
<b>Growing and changing</b>  Personal identity; recognising individuality and different qualities; mental wellbeing  Year 5 Science -Describe the life process of reproduction in some plants and animals	Pupils learn... <ul style="list-style-type: none"> <li>● about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>● about accepting others who may feel their gender identity does not correspond with their biological sex</li> <li>● how to recognise, respect and express their individuality and personal qualities</li> <li>● ways to boost their mood and improve emotional wellbeing</li> <li>● about the link between participating in interests, hobbies and community groups and mental wellbeing</li> <li>● strategies to manage the changes during puberty including menstruation</li> </ul>

-Describe the changes as humans develop to old age (incl puberty)	<ul style="list-style-type: none"> <li>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>how to discuss the challenges of puberty with a trusted adult</li> </ul>
<b>Keeping safe</b>  Keeping safe in different situations, including responding in emergencies, first aid and FGM	Pupils learn... <ul style="list-style-type: none"> <li>to identify when situations are becoming risky, unsafe or an emergency</li> <li>to identify occasions where they can help take responsibility for their own safety</li> <li>to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>how to deal with common injuries using basic first aid techniques</li> <li>how to respond in an emergency, including when and how to contact different emergency services</li> <li>that female genital mutilation (FGM) is against British law</li> <li>what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul>

Year 6	
Topic	Learning Outcomes
<b>Families and Friendships</b>  Attraction to others; romantic relationships; civil partnership and marriage	Pupils learn... <ul style="list-style-type: none"> <li>what it means to be attracted to someone and different kinds of loving relationships</li> <li>that people who love each other can be of any gender, ethnicity or faith</li> <li>the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>about the qualities of healthy relationships that help individuals flourish</li> <li>ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>that people have the right to choose whom they marry or whether to get married</li> <li>that to force anyone into marriage is illegal</li> <li>how and where to report forced marriage or ask for help if they are worried</li> </ul>
<b>Safe relationships</b>  Recognising and managing pressure; consent in different situations	Pupils learn... <ul style="list-style-type: none"> <li>to compare the features of a healthy and unhealthy friendship</li> <li>about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>strategies to respond to pressure from friends including online</li> <li>how to assess the risk of different online 'challenges' and 'dares'</li> <li>how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>how to get advice and report concerns about personal safety, including online</li> <li>what consent means and how to seek and give/not give permission in different situations</li> </ul>
<b>Respecting ourselves and others</b>  Expressing opinions and respecting other points of view, including discussing topical issues	Pupils learn... <ul style="list-style-type: none"> <li>about the link between values and behaviour and how to be a positive role model</li> <li>how to discuss issues respectfully</li> <li>how to listen to and respect other points of view</li> <li>how to constructively challenge points of view they disagree with</li> <li>ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>
<b>Belonging to a community</b>  Valuing diversity; challenging discrimination and stereotypes	Pupils learn... <ul style="list-style-type: none"> <li>what prejudice means</li> <li>to differentiate between prejudice and discrimination</li> </ul>

	<ul style="list-style-type: none"> <li>● how to recognise acts of discrimination</li> <li>● strategies to safely respond to and challenge discrimination</li> <li>● how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>● how stereotypes are perpetuated and how to challenge this</li> </ul>
<b>Media literacy and digital resilience</b>  Evaluating media sources; sharing things online	Pupils learn... <ul style="list-style-type: none"> <li>● about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>● how and why images online might be manipulated, altered, or faked</li> <li>● how to recognise when images might have been altered</li> <li>● why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>● that social media sites have age restrictions and regulations for use</li> <li>● the reasons why some media and online content is not appropriate for children</li> <li>● how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>● about sharing things online, including rules and laws relating to this</li> <li>● how to recognise what is appropriate to share online</li> <li>● how to report inappropriate online content or contact</li> </ul>
<b>Money and work</b>  Influences and attitudes to money; money and financial risks	Pupils learn... <ul style="list-style-type: none"> <li>● about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>● about value for money and how to judge if something is value for money</li> <li>● how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>● how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>● about common risks associated with money, including debt, fraud and gambling</li> <li>● how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>● how to get help if they are concerned about gambling or other financial risks</li> </ul>
<b>Physical Health and Mental wellbeing</b>  What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Pupils learn... <ul style="list-style-type: none"> <li>● that mental health is just as important as physical health and that both need looking after</li> <li>● to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>● how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>● positive strategies for managing feelings</li> <li>● that there are situations when someone may experience mixed or conflicting feelings</li> <li>● how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>● to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>● identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>● the importance of asking for support from a trusted adult</li> <li>● about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>● that changes can mean people experience feelings of loss or grief</li> <li>● about the process of grieving and how grief can be expressed</li> <li>● about strategies that can help someone cope with the feelings associated with change or loss</li> <li>● to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>● how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>● strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>● what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>
<b>Growing and changing</b>	Pupils learn...

<p>Human reproduction and birth; increasing independence; managing transitions *Non Statutory</p> <p>Year 6 Science -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<ul style="list-style-type: none"> <li>● to recognise some of the changes as they grow up e.g. increasing independence</li> <li>● about what being more independent might be like, including how it may feel</li> <li>● about the transition to secondary school and how this may affect their feelings</li> <li>● about how relationships may change as they grow up or move to secondary school</li> <li>● practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>● identify the links between love, committed relationships and conception</li> <li>● what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults *</li> <li>● how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>● that pregnancy can be prevented with contraception *</li> <li>● about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>
<p><b>Keeping safe</b></p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>	<p>Pupils learn...</p> <ul style="list-style-type: none"> <li>● how to protect personal information online</li> <li>● to identify potential risks of personal information being misused</li> <li>● strategies for dealing with requests for personal information or images of themselves</li> <li>● to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>● that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>● what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>● how to report the misuse of personal information or sharing of upsetting content/images online</li> <li>● about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>● why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>● about the risks and effects of different drugs</li> <li>● about the laws relating to drugs common to everyday life and illegal drugs</li> <li>● to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>● about the organisations where people can get help and support concerning drug use</li> <li>● how to ask for help if they have concerns about drug use</li> <li>● about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul>

## Appendix 3 – Expectations by the end of primary school

RELATIONSHIPS EDUCATION	
TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

RELATIONSHIPS EDUCATION

RELATIONSHIPS EDUCATION	
TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>



PHYSICAL HEALTH AND MENTAL WELLBEING

TOPIC	PUPILS SHOULD KNOW
Mental Wellbeing	<ul style="list-style-type: none"> <li>● that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● 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.</li> <li>● 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.</li> <li>● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>● 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).</li> <li>● that 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.</li> </ul>
Internet safety and harm	<ul style="list-style-type: none"> <li>● that for most people the internet is an integral part of life and has many benefits.</li> <li>● 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.</li> <li>● 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.</li> <li>● why social media, some computer games and online gaming, for example, are age restricted.</li> <li>● 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.</li> <li>● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>● where and how to report concerns and get support with issues online.</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>● the characteristics and mental and physical benefits of an active lifestyle.</li> <li>● 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.</li> <li>● the risks associated with an inactive lifestyle (including obesity).</li> <li>● how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>

PHYSICAL HEALTH AND MENTAL WELLBEING

TOPIC	PUPILS SHOULD KNOW
Healthy eating	<ul style="list-style-type: none"> <li>● what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>● the principles of planning and preparing a range of healthy meals.</li> <li>● 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).</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>● the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>● about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>