



# Elmhurst School

## Relationships and Sex Education Policy

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## Introduction

At Elmhurst, we teach Sex Education as part of our Relationships Education within our Learning for Life lessons. At Elmhurst School, we believe that the Relationships and Sex Education programme is an important way of helping children to make sense of growing up as well as some of the bigger questions in life. We believe that our Relationships and Sex Education programme promotes pupils’ self-esteem, emotional development and resourcefulness and helps children to form and maintain satisfying relationships. This begins a lifelong process of relationships and feelings, acquiring information, developing skills and forming positive beliefs and attitudes about relationships, sex and sexuality. It should help young people to learn to respect themselves and others and to move with confidence from childhood, through adolescence and into adulthood. Relationships and Sex Education is learning about physical, moral, social and spiritual development and therefore helps pupils develop the skills and understanding they need to live confident, healthy and independent lives. It links into all of our school values of ready, respectful and safe.

### 1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

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

### 2. Statutory requirements

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

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum. This includes requirements to teach elements of sex education contained within the Science curriculum.

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

We also have regard to 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

At Elmhurst School 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 recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. 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. RSE involves a combination of improving awareness, sharing information, and exploring issues and values. RSE is **not** about the promotion of sexual activity.

### **5. Curriculum**

The Relationship Education, Relationship and Sex Education (RSE) and Health Education requirements came into place in September 2020. The Relationship and Health Education is statutory in all primary schools from September 2020. We have developed a scheme of work in line with the PSHE Association to cover the statutory elements of the curriculum. Our curriculum is set out as per Appendix 1. This will be reviewed annually by the PSHE lead and co-headteacher to ensure it meets the needs of the pupils.

We have developed the curriculum in consultation with parents and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, use their professional judgement as to whether to answer that question or not, and then communicate with parents regarding information they may or may not wish to discuss with their child in more detail at home.

### **6. Delivery of RSE**

At Elmhurst School, we believe that effective Relationships and Sex Education should be:

- An integral part of the PSHE and Science curriculum and delivered as part of that curriculum
- Provided at an appropriate time and an appropriate level for the children. This should include ensuring materials are appropriate for pupils with Special Educational Needs / Disability.
- Taught together within class groups, although children may be separated as and when appropriate e.g. in Year 5 when discussing puberty or splitting a mixed class into individual year groups
- Covered with great sensitivity and providing opportunities for children to reflect, ask questions and to discuss their views on this vital aspect of life and learning
- Offering a positive and open view of Relationships and Sex Education and supporting sexual self-acceptance. We believe that our Relationships and Sex Education should be empowering for all pupils, regardless of gender, gender identity, sexuality, ethnicity, faith, ability and disability. It must also promote gender as well as LGBT equality; challenge all discrimination as well as ensure that our children understand that there are a variety of relationships and family patterns in the modern world.

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

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

Sex Education focuses on teaching children about their bodies, private body parts and aspects of growing up as well as beginning to teach the process of reproduction in Upper 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, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### **Sensitive Issues:**

From time to time, sensitive issues will be raised by pupils. It is important that all individuals concerned with the delivery of RSE in school are in alignment regarding their response to these. Parents and carers should be reassured that the personal beliefs and attitudes of a teacher should not influence the teaching of RSE. The issues concerned may include contraception, abortion, safe sex, HIV and other sexually transmitted diseases, sexual identity or orientation, homophobic bullying and different families. It is important to acknowledge that pupils may hear these terms through different sources such as the media, and need to feel able to ask for further information. The response from the member of staff will be appropriate to the child's age, maturity and learning needs, and thought will be given to whether the response is appropriate in a class, small group or individual situation. The detailed lesson planning will clearly state the content that will be covered. Questions will always be treated with respect and with a caring response. Staff and other adults will always be sensitive to underlying problems which may be worrying a child. The main guidelines in this situation are:

- be sensitive;
- is the context appropriate?
- is the question relevant to the content of the lesson?
- is the group ready in terms of maturity?

In such instances, teachers may answer a question with the response "We are not learning about this in Year... You may ask your Mum/Dad /Carer when you get home." "You will learn more about this in Year....." (if known). If staff have a concern, then parents may be contacted.

## Confidentiality:

Staff should be clear about the boundaries of their legal and professional roles and responsibilities. They should be familiar with the procedures set out in the DfE document: 'Keeping Children Safe in Education' as stated in regular Safeguarding Training. Teachers cannot offer or guarantee absolute confidentiality. In certain circumstances a child may wish to confide in a trusted member of staff. They should be made aware before any disclosure that information may have to be passed on to the Designated Safeguarding Lead Officer (DSLO –Deputy). If there is a concern about the child's safety, then teachers and the DSLO should follow the guidelines in the Safeguarding Policies adopted by the school.

## 7. Use of external organisations and materials

At Elmhurst School we deliver our Relationships and Sex Education lessons following the Christopher Winter project plans and resources. We will make sure that this 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 co-headteachers to account for its implementation.

### **8.2 The Co-Headteachers**

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

### **8.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the 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 co-headteachers. All teachers will have the responsibility for teaching RSE. This will be completed following training from the co-headteachers, PSHE lead and Curriculum Lead.

### **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 or health education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE or the optional lessons from the Christopher Winters Project (see Appendix 1), which include:

Year 5 Additional Lesson: Respect and Equality  
Year 6 lesson 3: Families, Conception and Pregnancy  
Year 6 Additional Lesson: FGM

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

Alternative learning will be provided to pupils who are withdrawn from sex education.

## **10. Training**

Staff will receive training on the teaching on RSE from the PSHE Lead, co-headteachers or health professionals, as appropriate. Staff may request additional CPD (such as courses, team teaching etc) should they require further support.

Planning of RSE sessions will also be mapped out thoroughly by the PSHE lead.

## **11. Monitoring arrangements**

The delivery of RSE is monitored annually by the Co-Headteachers, PSHE Leader and Governors through:

- Collecting pupil views
- Book monitoring
- Learning Walks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Outcomes will be shared with the PSHE Governor and the Curriculum Committee.

This policy will be reviewed by PSHE Co-ordinator every two years. At every review, the policy will be approved by the local governing board and the co-headteachers.

## Appendix 1

### RSE (Relationships and Sex Education) Christopher Winters Project Overview

Along with the new Statutory Curriculum for PSHE (which includes Statutory Relationships and Health Education) The children will also take part in a set of 3 lessons (4 in Years 5 and 6) focussed in the Sex Education part of Relationships. Some of these objectives may be covered in other areas but these lessons must be taught in the correct order. Please see further guidance for breakdown of lessons. Parents may opt out but this must be agreed in advance with the headteacher and confirmed in writing.

<b>The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools</b>	
<b>Year Group</b>	<b>Lessons</b>
Year 1 – Family and Friendships	Lesson 1: Caring Friendships Lesson 2: Being Kind Lesson 3: Families
Year 2 - Differences	Lesson 1: Differences Lesson 2: Male and Female Animals Lesson 3: Naming Body Parts
Year 3 – Valuing Difference and Keeping Safe	Lesson 1: Body Differences Lesson 2: Personal Space Lesson 3: Help and Support
Year 4 – Growing Up	Lesson 1: Changes Lesson 2: What is Puberty? Lesson 3: Healthy Relationships
Year 5 - Puberty	Lesson 1: Talking about Puberty Lesson 2: The Reproductive System Lesson 3: Help and Support Additional Lesson: Respect and Equality
Year 6 – Puberty, Relationships and Reproduction	Lesson 1: Puberty and Reproduction Lesson 2: Communication in Relationships Lesson 3: Families, Conception and Pregnancy Lesson 4: Online Relationships Additional Lesson: FGM



## Appendix 2

### Elmhurst School Learning for Life Overview and Progression

#### 1. Statutory

##### a. Relationships Education

- i. Families and the people who care for me
- ii. Caring Friendships
- iii. Respectful Relationships
- iv. Online Relationships
- v. Being Safe

##### b. Physical Health and Wellbeing

- i. Mental Wellbeing
- ii. Internet Safety and Harms
- iii. Physical Health and Fitness
- iv. Healthy Eating
- v. Drugs, Alcohol and Tobacco
- vi. Health and Prevention
- vii. Basic First Aid
- viii. Changing Adolescent Body

#### 2. Non-statutory

##### a. Living in the Wider World

- i. Shared Responsibilities
- ii. Communities
- iii. Economic Wellbeing
  - 1. Money
  - 2. Aspirations, Work and Careers

##### b. Sex Education

- i. Reproduction
- ii. Conception and Pregnancy

## Relationships Education

### Families and people who care for me

By the end of primary school, pupils should know:

- 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.

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

<p>Identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>CWP L3: Know that there are different types of families and all are characterised by love and care.</p> <p>CWP L3: Identify which people we can ask for help.</p>	<p>Know that families are important for children as they are growing up because they can give love, stability and security.</p> <p>Know how to recognise if a family relationship is making them feel unhappy or unsafe and who they can go to for help and support.</p>	<p>Identify the ways families demonstrate their care for each other, including through shared family experiences.</p> <p>CWP L3: Understand that all families are different and have different family members.</p> <p>Recognise different types of relationships, including the difference between acquaintances, friends and family.</p> <p>Know how to seek help and advice from others, including if a relationship is making them feel unhappy or unsafe.</p>		<p>Recognise the different types of relationships people have in their lives, including with themselves and online.</p>	<p>Recognise that people have different kinds of relationships in their lives, including romantic or intimate relationships.</p> <p>Recognise that people who are attracted to and love each other can be of any gender, ethnicity or faith.</p> <p>Identify ways couples demonstrate their care for each other.</p> <p>Know that adults can choose to be part of a committed relationship or not, including marriage or civil partnerships, which represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>Know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime.</p>
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## Relationships Education

### Caring Friendships

By the end of primary school, pupils should know:

- 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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise what is fair / unfair, kind / unkind, right/wrong.</p> <p>Recognise when people are being unkind, either to themselves or others.</p> <p>Know how to respond, who to tell and what to say if people are being unkind.</p> <p>Recognise that people's bodies and feelings can be hurt.</p>	<p>Identify the qualities that make a good friend.</p> <p>Identify how people behave when they are being friendly.</p> <p>Recognise when they are feeling lonely and what they can do about it.</p> <p>Know how to choose and make friends.</p> <p>Recognise how their behaviour can affect other people.</p> <p>Know what they can do if they upset a friend.</p> <p>Identify why people, including themselves, act</p>	<p>Identify how friendships support wellbeing.</p> <p>Know how to build good friendships, including identifying the qualities that contribute to healthy friendships such as being welcoming.</p> <p>Recognise if others are feeling lonely and excluded, including strategies to include them.</p> <p>Know that their actions affect themselves and others.</p> <p>Recognise if a friendship is making them feel unhappy, uncomfortable or unsafe and how to ask for support.</p>	<p>CWP L3: Discuss the characteristics of healthy relationships</p> <p>CWP L3: Understand how friendships can make people feel unhappy or uncomfortable.</p> <p>Know that most friendships have ups and downs.</p> <p>Understand that differences can often be worked through so that the friendship is repaired or even strengthened.</p> <p>Know that resorting to violence is never right.</p> <p>Develop strategies to resolve disputes and</p>	<p>Identify different ways that friends and families can communicate with each other.</p> <p>Recognise the difference between healthy and unhealthy relationships, including with oneself.</p> <p>Know how to respond if a friendship makes them feel unsafe or uncomfortable.</p> <p>Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise, including online and through open communication.</p>	<p>Understand how friendships and friendship choices may change as they grow.</p> <p>Know how to manage these changes.</p> <p>Know how to recognise who to trust and who not to trust, including online.</p> <p>CWP L2: Explain the differences between a healthy and unhealthy relationship.</p>

	in ways which upset others.		conflict through negotiation.		
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## Relationships Education

### Respectful Relationships

By the end of primary school, pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make a different choices or have different preferences or beliefs.
- the practical steps they can take in a range of different contexts to 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 position 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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>CWP L1: Know that we can be friends with people who are different from us.</p> <p>Know how to be polite to others (adults and children), including how to share, take turns and be kind.</p>	<p>Identify what bullying is, including different types of bullying.</p> <p>Recognise why name-calling, hurtful teasing and deliberately excluding others is wrong and unacceptable.</p> <p>Recognise the difference between bullying and falling out with friends.</p> <p>Develop strategies to resist teasing or bullying if</p>	<p>CWP L1: Know and respect the body differences between ourselves and others.</p> <p>Identify conventions of courtesy and good manners for use in school and at home.</p>	<p>Know how to be polite and courteous in different situations, including online and in the wider world.</p> <p>Recognise the respectful behaviour they should receive in return for politeness.</p> <p>Recognise stereotypes and how to challenge them as everyone should feel included and respected.</p>	<p>Identify there are a range of factors that contribute to a person's identity.</p> <p>Recognise similarities between themselves and others.</p> <p>Understand individuality and personal qualities make up someone's identity, including that gender identity is part of personal identity.</p>	<p>CWP L2: Understand that communication and permission-seeking are important in relationships.</p>

	<p>they experience or witness it.</p> <p>Identify who to go to and how to report bullying and get help, including when it occurs online.</p> <p>CWP L1: Understand that some people have fixed ideas about what boys and girls can do.</p>		<p>Identify how to respond if they witness or experience exclusion, aggression or discrimination.</p> <p>CWP L3: Know that respect is important in all relationships including online.</p>	<p>CWP Additional Lesson: Recognise the importance of respecting others even when they are very different to us.</p> <p>CWP Additional Lesson: Identify positive steps we can all take to support equality.</p> <p>Know that stereotypes are not always accurate and can negatively influence behaviours and attitudes towards others</p> <p>Identify how to challenge stereotypes and assumptions about others</p>	
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Relationships Education					
Online Relationships					
<p>By the end of primary school, pupils should know:</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending that they are 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>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know simple rules and principles for keeping safe online, including who to tell if they are concerned.	Know rules for and ways of keeping physically and emotionally safe online.	Understand the importance of online privacy and how to maintain it for themselves.	Understand that the same principles apply to online relationships as to face-to-face relationships, including the importance	Identify how the internet and social media can be used positively for communication.	Understand how text and images can be manipulated or invented and develop strategies to recognise this.

	<p>Understand that not everything they see online is true, including that people can pretend to be someone they are not.</p> <p>Know how to identify risky and potentially unsafe situations, including online.</p>	<p>Know how to recognise and respond to pressure to do something that makes them feel uncomfortable or unsafe online.</p>	<p>of respect for others online when we are anonymous.</p>	<p>Understand how knowing someone online differs from knowing someone face-to-face.</p>	<p>Know how to critically examine what is presented to them in social media and why it is important to do so.</p> <p>Understand how information contained in social media can misrepresent or mislead and does not always reflect reality.</p> <p>Recognise unsafe or suspicious content online and know what to do about it.</p> <p>CWP L4: Know when it is appropriate to share personal or private information in a relationship online.</p> <p>CWP L4: Know how and where to get support if an online relationship goes wrong.</p>
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## Relationships Education

### Being Safe

By the end of primary school, pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know who can help them in different places and situations.</p> <p>Know how to attract someone's attention or ask for help and what to say.</p> <p>Know how to respond safely to adults they don't know.</p> <p>Know what to do if they feel unsafe or worried and the importance of keeping on asking for support until they are heard.</p>	<p>Understand the difference between secrets and nice surprises that everyone will find out about eventually.</p> <p>Know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets.</p> <p>Understand what is meant by 'privacy', that they have a right to keep things 'private' and the importance of respecting others' privacy.</p> <p>Know how to judge what kind of physical contact is acceptable, comfortable unacceptable and uncomfortable and how to respond, including how to tell and what to tell.</p>	<p>CWP L2: Understand that each person's body belongs to them.</p> <p>CWP L2: Understand personal space and unwanted touch.</p>	<p>Understand personal boundaries, including identifying what they are willing to share with people and that we all have rights to privacy.</p> <p>Understand that they have the right to protect their body from inappropriate or unwanted contact.</p> <p>Recognise when secrets should be kept and when to tell.</p> <p>Understand how the need for peer approval can put pressure on us, but that acceptance or approval rarely depends on this.</p> <p>Understand how to manage peer pressure.</p> <p>Know basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p>	<p>Understand the responsible use of mobile phones and safe user habits.</p> <p>Know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety arising from mobile phone usage.</p>	<p>Understand the importance of being careful about what they forward to others.</p> <p>Know how to manage requests for images of themselves or others, including what is and isn't appropriate.</p> <p>Understand that not everything should be shared online or in social media and that there are rules and laws about this.</p> <p>CWP FGM: Know that there are some cultural practices that are against British law and universal human rights.</p> <p>CWP FGM: Understand what FGM stands for and know where to go for help.</p> <p>CWP FGM: Know how someone can be safe and in control of their body.</p>



## Physical Health and Wellbeing

### Mental Wellbeing

By the end of primary school, pupils should know:

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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Name some good and not so good feelings.</p> <p>Develop a simple vocabulary to describe their feelings to others.</p> <p>Name feelings around changing year groups and classrooms and know how to cope with these changes.</p>	<p>Know how to judge what they are feeling.</p> <p>Know how to communicate their feelings appropriately to others.</p> <p>Recognise the ways in which others show their feelings and how to respond to them.</p>	<p>Deepen their understanding of good and not so good feelings in relation to different experiences and situations.</p> <p>Extend their emotional vocabulary to enable them to explain both the range and the intensity of their feelings to others.</p> <p>Identify feelings around change and loss, including those related to moving house, losing toys, pets or friends.</p>	<p>Understand that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Know how everyday situations can affect mood.</p> <p>Understand how feelings can affect people physically and how it can impact their behaviour.</p> <p>Know how feelings change over time and can be experienced at different levels of intensity.</p>	<p>Understand the nature and long-term consequences for mental wellbeing of discrimination, teasing, bullying and aggressive behaviours including cyber-bullying, use of prejudice-based language and 'trolling'.</p> <p>Know how to respond to these challenges and ask for help.</p> <p>Understand the impact of legal substances and drugs on wellbeing.</p>	<p>Know how a range of different life choices can affect mental health, including physical exercise, community participation, relationship choices, the media and having a balanced lifestyle.</p> <p>Know how positive friendships and being involved in activities such as clubs and community groups support wellbeing.</p> <p>Know how to recognise the early signs of physical or mental ill-health and</p>

			<p>Recognise that they may experience conflicting emotions and how to handle these.</p> <p>Understand the importance of expressing feelings, how to respond proportionately and how to manage feelings.</p> <p>Identify ways to manage 'big feelings' and the importance of sharing these with someone they trust.</p> <p>Know how to ask for and get help when dealing with challenging feelings.</p>		<p>what to do including whom to speak to in and outside of school.</p> <p>Understand that anyone can experience mental ill-health and to discuss concerns with a trusted adult.</p> <p>Understand that it is common for people to experience mental ill health, that they can build up if not dealt with, but for many people, problems can be resolved if the right support is available and accessed early enough.</p> <p>Develop strategies to support mental wellbeing, including self care.</p> <p>Know how to manage change, including moving to secondary school.</p>
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## Physical Health and Wellbeing

### Internet Safety and Harms

By the end of primary school, pupils should know:

- 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 knowhow 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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand that for most people the internet is an integral part of everyday life which has many benefits.	Understand the benefits of rationing time spent online and the risks associated with excessive time spent on electronic devices.	Understand why social media, some computer games and online gaming are age restricted.	<p>Understand how people's online actions can impact on other people.</p> <p>Know how to keep safe online including managing requests for personal information and recognising what is appropriate to share or not to share online.</p> <p>Know how to report concerns including about inappropriate online content and contact.</p>	<p>Understand 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.</p> <p>Know the importance of protecting personal info, including passwords and addresses.</p> <p>Know how to manage requests for images of themselves or others.</p>	<p>Understand how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions.</p> <p>Understand 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.</p> <p>Understand how information is ranked, selected, targeted to meet the interests of individuals</p>

				Identify ways of seeking and giving consent before images or personal information is shared.	<p>and groups, and can be used to influence them.</p> <p>Know how to evaluate how reliable different types of online content and media are e.g. videos, blogs, news, reviews, adverts.</p> <p>Know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range.</p> <p>Know how to respond to, and if necessary, report information viewed online which is upsetting, frightening or untrue.</p>
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Physical Health and Wellbeing					
Physical Health and Fitness					
<p>By the end of primary school, pupils should know:</p> <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>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify physical activities that they enjoy and that help them to stay healthy.	Identify what we mean by a healthy lifestyle, including physical activity and rest.	Understand how the lack of physical activity can affect health and wellbeing and the risks			Know how to stay physically active.

	Recognise the mental and physical health benefits of an active lifestyle.	<p>associated with an inactive lifestyle including obesity.</p> <p>Know how to make choices about physical activity, including what and who influences decisions.</p> <p>Understand how regular physical activity benefits our physical health and wellbeing.</p> <p>Know how to be active on a daily and weekly basis, including how to balance our time between life activities.</p>			<p>Understand how mental and physical health are linked.</p> <p>Understand how and why to balance time spent online with other activities.</p> <p>Know how to manage the influence of friends and family on health choices.</p> <p>Understand how habits can be healthy or unhealthy.</p> <p>Develop strategies to help change or break an unhealthy habit or take up a new healthy one, including where and how to get help.</p>
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### Physical Health and Wellbeing

#### Healthy Eating

By the end of primary school, pupils should know:

- 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).

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify the different foods and drinks which help to keep our bodies healthy.	Identify what we mean by a healthy lifestyle, including healthy eating.	Recognise what constitutes a healthy, balanced diet and the benefits of eating nutritionally rich foods.			Know how to plan a healthy meal.

	Understand the impact that eating too much sugar in food and drinks can have on our teeth.	<p>Recognise when they have opportunities to make their own choices about food and drink and what they need to consider when making these choices.</p> <p>Understand how not eating a balanced diet can affect health, including the impact of too much sugar / acidic drinks on dental health.</p> <p>Know how when and where to ask for advice and help about healthy eating and dental care.</p>			<p>Know how to manage the influence of friends and family on health choices.</p> <p>Understand how food and drink choices relate to dental health.</p>
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### Physical Health and Wellbeing

#### Drugs, Alcohol and Tobacco

By the end of primary school, pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise that the things that people put into their bodies can affect how they feel, including medicine, sugar and water.</p> <p>Recognise that medicines can be harmful if not used correctly.</p>		<p>Identify some medicines and the reasons why they are taken.</p> <p>Understand that some people need to take medicines every day.</p> <p>Identify the people we can trust to give us medicines.</p>	<p>Understand how commonly available legal substances and drugs can damage their immediate and future health, safety and wellbeing, including nicotine/smoking/vaping, alcohol, caffeine and medicines.</p>		<p>Know that some drugs are legal, but may have laws or restrictions related to them, and other drugs are illegal.</p> <p>Understand that laws surrounding the use of drugs exist to protect them and others.</p>

			<p>Understand that for some people, legal drug use can become a habit which is difficult to break.</p> <p>Know how organisations help people to stop smoking and the support available to people if they have concerns.</p>		<p>Know how legal and illegal drugs can affect health and how to manage situations involving them.</p> <p>Understand why people choose to use or not use different drugs.</p> <p>Know how people can prevent or reduce the risks associated with drugs.</p>
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### Physical Health and Wellbeing

#### Health and Prevention

By the end of primary school, pupils should know:

- 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 immunisation and vaccination

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify the people who help us to keep healthy and what they do to look after us and protect us.</p> <p>Understand the importance of, and how to maintain, personal hygiene.</p>	<p>Know how sunshine helps our bodies grow and how to keep safe in the sun.</p> <p>Understand the importance of sleep and rest for their health, including how much rest and sleep they should have every day.</p>	<p>Know how to maintain good oral hygiene, including regular brushing and flossing, and the importance of regular visits to the dentist.</p> <p>Understand the importance and benefits</p>	<p>Understand the importance of sufficient good quality sleep for good health, including that a lack of sleep can affect weight, mood and ability to learn.</p>		<p>Know how to maintain good dental health, including oral hygiene, dental flossing, regular check-ups at the dentist.</p> <p>Understand the health benefits we get from the sun and about safe and</p>

Develop simple skills to help prevent disease and germs spreading.	<p>Understand how some diseases are spread and can be controlled.</p> <p>Know the responsibility they have for their own health and that of others.</p>	<p>of getting a good night's sleep.</p> <p>Develop simple routines that support good quality sleep.</p>			<p>unsafe exposure to the sun.</p> <p>Know how to reduce the risk of sun damage including cancer.</p> <p>Understand how sleep contributes to a healthy lifestyle, including the effects of poor sleep and strategies that support good quality sleep</p>
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### Physical Health and Wellbeing

#### Basic First Aid

By the end of primary school, pupils should know:

- 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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify the roles of the emergency services, including how they help keep people safe.</p> <p>Know how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency.</p>	<p>Identify rules for keeping physically safe at home.</p> <p>Know why some household products are used and how to keep safe around them.</p> <p>Identify rules for keeping physically safe in other environments, including road safety and out and about.</p>	<p>Recognise dangers to their safety at school and at home.</p> <p>Identify things they can do to keep themselves and others safe and minimise harm to their bodies.</p> <p>Know basic first aid procedures for minor injuries.</p>		<p>Develop first aid skills and learn about basic emergency procedures, including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions, bumped heads/concussion and CPR.</p> <p>Understand the importance of remaining calm in an emergency and</p>	



		<p>Know how to react and respond if there is an accident at home or school, including cuts, grazes and burns.</p> <p>Know what to do in an emergency, including how to call the emergency services and what to say.</p> <p>Identify the people who are responsible for helping them stay healthy and safe and how they can help these people.</p>		<p>providing clear information about what has happened to an adult or the emergency services.</p>	
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### Physical Health and Wellbeing

#### Changing Adolescent Body

By the end of primary school, pupils should know:

- 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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>CWP L2: Understand that babies need care and support.</p> <p>CWP L2: Know that older children can do more by themselves.</p>	<p>CWP L1: Describe the differences between male and female babies.</p> <p>CWP L2: Describe some differences between male and female animals.</p> <p>CWP L3: Describe the physical differences between males and females.</p>	<p>CWP L1: Name male and female body parts using agreed words.</p>	<p>CWP L1: Understand that puberty is an important stage in the human lifecycle.</p> <p>CWP L1: Know some of the changes that happen during puberty.</p> <p>CWP L2: Know about the physical and emotional changes that happen during puberty.</p>	<p>CWP L1: Understand the main physical and emotional changes that happen during puberty.</p> <p>CWP L2: Understand how puberty affects the reproductive organs.</p> <p>CWP L2: Understand what happens during menstruation and sperm production.</p>	<p>Know how to ask for support or where to seek further information and advice regarding growing up and changing.</p>

	CWP L3: Name the different body parts.			CWP L3: Understand how to stay clean during puberty.  CWP L3: Know how emotions and relationships change during puberty.  CWP L3: Know how to get help and support during puberty.	
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## Living in the Wider World

### Shared Responsibilities

By the end of primary school, pupils should know:

- about what rules are, why they are needed, and why different rules are needed for different situations
- how people and other living things have different needs; about the responsibilities of caring for them
- about things they can do to help look after their environment
- to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- to recognise there are human rights that are there to protect everyone
- about the relationship between rights and responsibilities
- the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things: how to show care and concern for others
- ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify how to contribute to the life of the class in line with our school rules.</p> <p>Understand how rules help them and keep them safe.</p> <p>Identify what improves and harms their local, natural and built environments and how to care for these.</p>	<p>Construct, and agree to follow, group, class and school rules.</p> <p>Understand how these rules help them and keep them safe.</p>		<p>Understand the relationship between rights and responsibility.</p> <p>Know that children and all living things have rights and that everyone has responsibilities to protect those rights.</p> <p>Understand that increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>Understand that people have a shared responsibility to help protect the world, including how everyday</p>		<p>Recognise reasons for rules and laws and the consequences of not adhering to rules and laws.</p> <p>Recognise there are human rights that are there to protect everyone.</p>

			<p>choices can affect the environment.</p> <p>Know how to carry out personal responsibilities in a caring and compassionate way.</p> <p>Understand that what people choose to buy or spend their money on can affect others or the environment.</p>		
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## Living in the Wider World

### Communities

By the end of primary school, pupils should know:

- about the different groups they belong to
- about the different roles and responsibilities people have in their community
- to recognise the ways they are the same as, and different to, other people
- about the different groups that make up their community; what living in a community means
- to value the different contributions that people and groups make to the community
- about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- 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, respect other people's point of view and constructively challenge those they disagree with

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify ways in which they are all unique.</p> <p>Understand that there has never been and will never be another 'them'.</p>		<p>Understand what being part of a community means and how people are valued and supported in a community.</p>	<p>Recognise stereotypes and how to challenge them as everyone should feel included and respected.</p>	<p>Know that stereotypes are not always accurate and can negatively influence behaviours and attitudes towards others</p>	<p>Know how positive friendships and being involved in activities such as clubs and community groups support wellbeing.</p>

<p>Understand how their personal features or qualities are unique to them.</p> <p>Identify ways in which we are the same as all other people and what we have in common with everyone else.</p> <p>Identify the different groups and communities they belong to.</p>		<p>Identify different communities that they belong to and how they are similar/different.</p> <p>Understand what is meant by a diverse community and how different groups make up the wider community.</p> <p>Identify the range of different communities and how to respect those who live differently from themselves.</p>		<p>Identify how to challenge stereotypes and assumptions about others.</p> <p>Understand the nature and long-term consequences for mental wellbeing of discrimination, teasing, bullying and aggressive behaviours including cyber-bullying, use of prejudice-based language and 'trolling'.</p>	
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Living in the Wider World					
Economic Wellbeing: Money					
<p>By the end of primary school, pupils should know:</p> <ul style="list-style-type: none"> <li>• what money is; forms that money comes in; that money comes from different sources</li> <li>• that people make different choices about how to save and spend money</li> <li>• about the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> <li>• that money needs to be looked after; different ways of doing this</li> <li>• about the different ways to pay for things and the choices people have about this</li> <li>• to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</li> <li>• that people's spending decisions can affect others and the environment (e.g. Fair Trade, buying single-use plastics, or giving to charity)</li> <li>• to recognise that people make spending decisions based on priorities, needs and wants</li> <li>• different ways to keep track of money</li> <li>• about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</li> <li>• about the risks involved in gambling; different ways money can be won or lost through gambling related activities and their impact on health, wellbeing and future aspirations</li> <li>• To identify the ways that money can impact on people's feelings and emotions</li> </ul>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Identify what money is and its different forms.</p> <p>Know that money comes from different sources and can be used for different purposes, including for spending and saving.</p> <p>Understand the difference between spending money on what you need as opposed to what you want, recognising that people can't always buy what they want.</p>				<p>Know how people make decisions about spending and saving money and what influences these decisions.</p> <p>Know how to keep track of money so people know how much they have to spend or save.</p> <p>Understand how people make choices about ways of paying for things they want and need, including using credit cards.</p> <p>Know how to manage money and how to be a critical consumer.</p> <p>Understand that there are risks associated with money and how money can affect people's feelings and emotions.</p> <p>Identify what makes something 'value for money'.</p> <p>Understand what is meant by enterprise and begin to develop enterprise skills.</p>	
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## Living in the Wider World

### Economic Wellbeing: Aspirations, Work and Careers

By the end of primary school, pupils should know:

- that everyone has different strengths
- 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
- to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- to identify the kind of job that they might like to do when they are older
- To recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identify things they like and are good at.</p> <p>Understand that everyone has different strengths, including recognising strengths in themselves and others.</p> <p>Set simple targets and goals for themselves.</p>		<p>Reflect on and celebrate their achievements.</p> <p>Identify their strengths and areas for improvement.</p> <p>Set high aspirations and goals.</p>	<p>Recognise personal qualities and individuality.</p> <p>Identify positive things about themselves and their achievements.</p> <p>Understand how their personal attributes, strengths, skills and interests contribute to their self-esteem.</p> <p>Know how to set goals for themselves.</p>	<p>Understand there are a broad range of different jobs and people often have more than one during their careers / life.</p> <p>Understand some jobs are paid more than others and some are voluntary.</p> <p>Identify stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p> <p>Identify the skills, attributes, qualifications</p>	

			<p>Identify some of the skills that will help them in their future careers.</p>	<p>and training needed for different jobs.</p> <p>Understand that there are different ways into jobs and careers including college, apprenticeships and university.</p> <p>Know how people choose a career or job and what influences their decision, including skills, interests and pay.</p> <p>Consider how they might choose a career or job for themselves when they are older.</p>	
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Sex Education					
Reproduction					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	CWP L2: Understand that making new life needs a male and a female.		CWP L2: Understand that children change into adults to be able to reproduce if they choose to.		CWP L1: Understand how and why the body changes during puberty in preparation for reproduction.

Sex Education					
Conception and Pregnancy					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>CWP L3: Identify the decisions that have to be made before having children.</p> <p>CWP L3: Know some basic facts about conception and pregnancy.</p>

### Appendix 3

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	