



# Curriculum

## PSHE and Relationships and Sex Education Policy

<i>Document Title</i>	Relationship and Sex Education (RSE)
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## 1. Aims

The aims of Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE) at our school are to:

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

## 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements contained in the science curriculum. \*describe the life process of reproduction in some plants and animals.

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

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

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

At Singlewell Primary School, we teach RSE as set out in this policy.

## 3. Policy development

This policy is developed in consultation with staff, pupils and parents. The consultation and policy development process involves 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 are given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are invited to review the policy. Parents are encouraged to discuss this with their children also.
4. Ratification – once amendments are made, the policy is shared with governors and ratified

## 4. Definition

PSHE is a necessary part of all pupils' education to help them to stay healthy, safe, and prepared for life. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, puberty, hygiene, healthy lifestyles, diversity and personal identity.

## 5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed.

Primary RSE will focus on:

- Preparing boys and girls for the changes that adolescence brings: puberty
- Scientific stages of reproduction

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

- We will teach RSE related topics in conjunction with our PSHE/ Science lessons.
- We consider the needs of all pupils, including those with special educational needs and adapt our delivery accordingly
- The context of the school will dictate which topics may be sensitive for students and parents/carers. Teachers must create a safe environment and ensure that conversations within lessons do not lead to any type of bullying, ostracising or other forms of social and emotional harm.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

### 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 6.3 Human Reproduction

In Year 6, Term 6, Lesson 6, a lesson is taught about human reproduction as a development of the non-statutory guidance in the KS2 Science curriculum as set by the DfE. The lesson teaches sperm fertilisation and the gestation of a human baby. The lesson does not teach about sexual intercourse.

## 7. Use of external organisations and materials

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

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)

- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- › Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- › Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- › Review any case study materials and look for feedback from other people the agency has worked with
- › Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- › Ask to see in advance any materials that the agency may use
- › Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- › Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- › Check the agency's protocol for taking pictures or using any personal data they might get from a session
- › Remind teachers that they can say "no" or, in extreme cases, stop a session
- › Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- › Work with external agencies that take or promote extreme political positions
- › Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The Governing Board

The Governing Board has delegated the approval of this policy to the Headteacher.

### 8.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school via PSHE and Science lessons.

### 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

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

All staff are responsible for teaching elements of RSE in our school.

## 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 have the right to withdraw their children from relationships education if the lessons taught within RE or sex education are outside of the non-statutory guidance in the KS2 Science curriculum, as set by the DfE. Lessons at Singlewell Primary are within the non-statutory guidance.

If you have any concerns over the content of the lessons being taught please make an appointment to discuss this with the Headteacher.

## 10. Training

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

The Headteacher may invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

## 11. Monitoring arrangements

The delivery of RSE is monitored by SLT and the PSHE Co ordinator through:

Monitoring will include planning scrutinies, learning walks, the review of our progression document, feedback from staff and pupils, monitoring the use of our PSHE floor books.

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

This policy will be reviewed by SLT and the PSHE Coordinator annually. At every review, the policy will be approved by the Headteacher.

Appendix 1: PSHE/RSE curriculum overview

PSHE – RSE

Sept 2023 – July 2024

Year 1 – Year 6

Our lessons cover the 3 core themes of Relationships, Health and Wellbeing and Living in the Wider World. And an additional element of Life Skills. These are repeated throughout the year and the Key Stages.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Relationships TEAM</p> <ol style="list-style-type: none"> <li>1.what kind and unkind behaviour mean in and out of school • how kind and unkind behaviour can make people feel</li> <li>2. What does respect mean?</li> <li>3.class rules, being polite/ sharing/ taking turns</li> <li>4.examples of rules in different situations e.g rules at home, rules outside</li> <li>5. What makes a good friend?</li> <li>6. Keeping money safe: coin/note recognition, consequences of lost or stolen money</li> </ol>	<p>Health and Wellbeing</p> <ol style="list-style-type: none"> <li>1.what it means to be healthy and why it is important</li> <li>2.ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing/scrubbing nails</li> <li>3. about healthy and unhealthy foods, including sugar intake</li> <li>4. about physical activity and how it keeps people healthy</li> <li>5. a healthy balance of indoor, outdoor and screen-based play</li> <li>6.Hygiene: brushing teeth &amp; washing hair</li> </ol>	<p>Living in the Wider World</p> <p>Diverse Britain</p> <ol style="list-style-type: none"> <li>1. My School: what rules are, why they are needed, and why different rules are needed for different situations.</li> <li>2. My community: different groups they belong to; the different roles and responsibilities people have in their community.</li> <li>3. My neighbourhood: how people and other living things have different needs; the responsibilities of caring for them; how to help look after their environment</li> <li>4. My country &amp; British people: how to talk about and share their opinions on things that matter to them; to recognise the ways they are the same as, and different to others.</li> <li>5. What makes me proud of Britain: what does feeling proud mean? Living in a multi-cultural, diverse place is special. Celebrate successful people in Britain.</li> <li>6.Painting and decorating: prepare surfaces/select tools</li> </ol>	<p>Relationships</p> <ol style="list-style-type: none"> <li>1. about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role they play and how they care for them</li> <li>2. what it means to be a family and how families are different, e.g. single parents, same-sex parents, step – parents, raised by grandparents, living in different households and foster families etc.</li> <li>3. identify different features of a family</li> <li>4. about the importance of telling someone if they are worried about something in their family and how to tell them</li> <li>5.ways to help your family feel proud of you</li> <li>6.Caring for yourself: shoe laces/personal hygiene</li> </ol>	<p>Health and Wellbeing</p> <p>It's my body</p> <ol style="list-style-type: none"> <li>1.about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>2.about what it means to keep something private, including parts of the body that are private (eg penis, vagina) NSPCC PANTS</li> <li>3.to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>4.how to respond if being touched makes them feel uncomfortable or unsafe (eg rough play/hugs)</li> <li>5. when it is important to ask for permission to touch others • how to ask for and give/not give permission (eg can I give you a hug?)</li> <li>6.Stranger Danger</li> </ol>	<p>Living in the Wider World</p> <ol style="list-style-type: none"> <li>1.to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>2. how to manage their feelings and whom to tell when finding things difficult, or when things go wrong</li> <li>3. how they are the same and different to others</li> <li>4. different kinds of jobs and interests</li> <li>5. What do I want to be when I grow up?</li> <li>6. ROAD SAFETY: to walk safely on a pavement. When and where is it safe to cross the road?</li> </ol>

	<p><b>T1 Relationships VIPS (TWINKL PPT)</b></p> <ol style="list-style-type: none"> <li>1. how to be a good friend, e.g. kindness, listening, honesty</li> <li>2. about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>3. about what causes arguments between friends • how to positively resolve arguments between friends</li> <li>4. to not tolerate bullying or unkind behaviour including controlling behaviour</li> <li>5. how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> <li>6. Know who to call in an emergency: Basic first aid/caring for others</li> </ol>	<p><b>T2 Health and Wellbeing Safety First</b></p> <ol style="list-style-type: none"> <li>1. recognise risk in everyday situations, e.g. road, water and rail safety</li> <li>2. how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • 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>3. 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>4. how to respond if there is an accident and someone is hurt • 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> <li>5. fire safety/household products and their safe use</li> <li>6. how to help keep themselves safe at home in relation to electrical appliances &amp; safety</li> </ol>	<p><b>T3 Living in the Wider World One World</b></p> <ol style="list-style-type: none"> <li>1. about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>2. about different rights and responsibilities that they have in school and the wider community • 3. about how a community can help people from different groups to feel included</li> <li>4. to recognise equality, which ways they are the same and different to others in their community,</li> <li>5. Children's rights; what do all children need? Explain why human rights are a good thing; reflect on situations where human rights are not met.</li> <li>6. Travelling on a bus; explore different careers.</li> </ol>	<p><b>T4 Relationships Digital Wellbeing</b></p> <ol style="list-style-type: none"> <li>1. the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>2. to recognise the purpose and value of the internet in everyday life</li> <li>3. to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>4. that information online might not always be true</li> <li>5. Staying safe online, speaking to a trusted adult</li> <li>6. Online Safety</li> </ol>	<p><b>T5 Living in the Wider World Money Matters</b></p> <ol style="list-style-type: none"> <li>1. what is money and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>2. how money can be kept and looked after; why should money be looked after?</li> <li>3. earning/getting money, keeping and spending money • that people are paid money for the job they do</li> <li>4. how to recognise the difference between needs and wants • comparing themselves with others</li> <li>5. how people make choices about spending money, including thinking about needs and wants</li> <li>6. Money Sense: saving money</li> </ol>	<p><b>T6 Health and Wellbeing (TWINKL edited PPT)</b></p> <ol style="list-style-type: none"> <li>1. about the human life cycle and how people grow from young to old (not reproduction, simple life cycle: baby/toddler/child/teen etc)</li> <li>2. How our needs and bodies change as we grow up • to identify and name the main parts of the body alongside keeping private parts private: NSPCC PANTS (penis/vagina/breasts/buttocks)</li> <li>3. about change as people grow up, including new opportunities and responsibilities •</li> <li>4. Is it ok? (touching of others eg hug, high-5) sensible play</li> <li>5. preparing to move to a new class and setting goals for next year</li> <li>6. Personal Hygiene: brushing nails and hair</li> </ol>
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<p><b>T1 Relationships TEAM</b></p> <p>1.about privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p> <p>2.bullying and hurtful behaviour is unacceptable in any situation; the effects and consequences of bullying for the people involved</p> <p>3. about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour</p> <p>4. how the internet can be used positively for leisure, for school and for work; strategies to recognise whether something they see online is true or accurate</p> <p>5. altered or adapted images and the reasons for why this happens • to evaluate whether a game is suitable to play or a website is appropriate for their age-group</p> <p>6.Money Sense: difference between need and want/importance of saving</p>	<p><b>T2 Health and Wellbeing</b></p> <p><u>Think Positive</u></p> <p>1.what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits</p> <p>2.what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health</p> <p>3.things that affect feelings both positively and negatively • strategies to identify and talk about their feelings</p> <p>4.about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful</p> <p>5. Speaking to trusted adults, how to ask advice and how to seek help</p> <p>6.Self Care: Recognising emotions; how to manage them</p>	<p><b>T3 Living in the Wider World</b></p> <p><u>Diverse Britain</u></p> <p>1.to recognise respectful behaviours e.g. helping or including others, being responsible</p> <p>2.how to model respectful behaviour in different situations e.g. at home, at school, online</p> <p>3.the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely</p> <p>3.the ways in which people show respect and courtesy in different cultures and in wider society</p> <p>4.the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>5.what human rights are and how they protect people • to identify basic examples of human rights including the rights of children</p> <p>6.ROAD SAFETY: following a bus timetable</p>	<p><b>T4 Relationships</b></p> <p><u>Be Yourself</u></p> <p>1. that everyone is an individual and has unique and valuable contributions to make</p> <p>2. to recognise how strengths and interests form part of a person's identity; how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</p> <p>3. to recognise common challenges to self - worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p> <p>4. What is appropriate to share with friends, classmates, family, and wider social groups including online</p> <p>5. about what privacy and personal boundaries are, including online</p> <p>6.Personal hygiene: washing hair/ clothes/using deodorant</p>	<p><b>T5 Health and Wellbeing</b></p> <p><u>It's my body</u></p> <p>1.to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>2. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>3. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>4. about the elements of a balanced, healthy lifestyle; choices and influences that might support this</p> <p>5. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>6.Caring for the local environment</p>	<p><b>T6 Living in the Wider World</b></p> <p>1.the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children</p> <p>2.about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p> <p>3. about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime</p> <p>4.about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p>5. about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby</p> <p>6.How to take care of the garden</p>
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<p><b>T1 Relationships VIPS</b>          1. features of positive healthy friendships: mutual respect, trust and sharing interests • strategies to build positive friendships and seek support if they feel lonely          2. communicate respectfully with friends when using technology, how knowing someone online differs from knowing someone face to face; the risks in this communication          3. differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience this.          4. recognise the difference between 'playful dares' and dares which put someone under pressure, at risk/ make them feel uncomfortable • how to manage associated pressures and break confidence          5. people may behave differently online including pretending to be someone they are not • how to seek help if worried or uncomfortable online          6. <b>Mental Health: Positive and Negative impacts</b></p>	<p><b>T2 Health and Wellbeing Safety First</b>          1. the importance of taking medicines correctly and using household products safely.          2. to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing •          3. to identify some of the effects related to different common drugs and that all drugs, including medicines, may have side effects          4. to identify the risks associated with drugs common to everyday life • that some people form a habit which is difficult to break          5. ask for help or advice          6. <b>Dangers with water/staying safe</b></p>	<p><b>T3 Living in the Wider World One Community</b>          1. the meaning and benefits of living in a community          2. to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community          3. about the individuals and groups that help the local community, including through volunteering and work •          4. how to show compassion towards others in need and the shared responsibilities of caring for them          5. Planning and research to support in the local community          6. <b>Using tools safely: saw, hammer, tape measure, screw driver</b></p>	<p><b>T4 Relationships Digital Wellbeing</b>          1. everything shared online has a digital footprint          2. that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like          3. to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert          4. that search results are ordered based on the popularity of the website and that this can affect what information people access          5. negative emotions that being online can make you feel: stressed, tired, anxious and can give you headaches          6. <b>Online Safety: platforms and age restrictions</b></p>	<p><b>T5 Living in the Wider World Money Matters</b>          1. how people make different spending decisions based on their budget, values and needs          2. how to keep track of money and why it is important to know how much is being spent          3. about different ways to pay for things such as cash, cards, e-payment and the reasons for using them          4. that how people spend money can have positive or negative effects on others e.g. charities, single use plastics          5. What can I buy with X money?          6. <b>Money Matters: ways of paying for goods</b></p>	<p><b>T6 Health and Wellbeing Growing and Changing</b>          1. physical changes during puberty          2. emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing          3. strategies to manage the changes during puberty including menstruation •          4. the importance of personal hygiene routines during puberty including washing regularly and using deodorant •          5. how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty          6. <b>Safety in the home: hazards/sorting washing/cleaning products</b></p>
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	<p><b>T1 Relationships TEAM Friendships</b>          1.what makes a healthy friendship and how they make people feel included about peer influence and how it can make people feel or behave •          2. the impact of the need for peer approval in different situations, including online          3.strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences          4.friendships can change over time and the benefits of having new and different types of friends          5.how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support          6.Money Matters: using bank accounts</p>	<p><b>T2 Health and Wellbeing ONLINE SAFETY UNIT</b>          1.positive healthy Friendships: mutual respect, trust, sharing interests          2. strategies to build positive friendships          3. seek support if they feel lonely or excluded          4. how to communicate respectfully with friends when using digital devices          5. how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know          6. what to do or whom to tell if they are worried about any contact online</p>	<p><b>T3 Living in the Wider World Diverse Britain</b>          1.to recognise that everyone should be treated equally • 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          2.what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment          3.the impact of discrimination on individuals, groups and wider society          4.ways to safely challenge discrimination • how to report discrimination online          5. importance of Equality in regards to respect and kind or unkind behaviour. It should be highlighted that differences are sometimes the reasons for unkindness (race, ethnicity, gender)          Fire Safety: signs of fire/sources of fire in the home</p>	<p><b>T4 Relationships Be Yourself</b>          1.to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • self-respect can affect thoughts and feelings about themselves; everyone, including them, should expect to be treated politely and with respect by others. (including online) in school and in wider society; strategies to improve or support courteous, respectful relationships          2.everyday things that affect feelings and the importance of expressing feelings • about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement          3.to recognise that feelings can change over time and range in intensity • everyday things that affect feelings • about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking          4.about choices that support a healthy lifestyle, and recognise what might influence these • how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this          5. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking          6.Occupations involving CARE: dentist, doctor, nurse, care assistant, paramedic, pharmacist, age concern</p>	<p><b>T5 Health and Wellbeing It's my body</b>          1.to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations eg hugging/rough play • how to ask for, give and not give permission for physical contact          2.how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact          3.how to respond to unwanted or unacceptable physical contact          4.that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about          5.whom to tell if they are concerned about unwanted physical contact          6.Qualities of a good parent: meeting basic needs - feeding, clothing, caring, emotional support etc</p>	<p><b>T6 Living in the Wider World Personal Identity</b>          1.about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • A positive representation of identities should be given and children should have role models who share these characteristics          2. how to recognise, respect and express their individuality and personal qualities          3. ways to boost their mood and improve emotional wellbeing          4. about the link between participating in interests, hobbies and community groups and mental wellbeing          5 and 6. Make £5 grow: work as a team/business enterprise: Summer fundraising stalls?</p>
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<p><b>T1 Relationships VIPS</b>          1. different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith          2. about the qualities of healthy relationships that help individuals flourish, how to identify unhealthy relationships          3. ways in which couples show their love and commitment to one another, including those who are not married or who live apart • same sex marriage and opposite sex marriage; what marriage and civil partnership mean; that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal          4. about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong          5. strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others; what consent means and how to seek and give/ not give permission in different situations          6. Making a clear call to emergency services. Importance of not making hoax calls. Provide 2 different types of first aid</p>	<p><b>T2 Health and Wellbeing Safety First</b>          1. how to protect personal information online and to identify potential risks of personal information being misused; strategies for dealing with requests for personal information or images of themselves          2. to identify types of images that are appropriate to share with others and those which might not be appropriate • 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 • what to do if they come across an image which may upset, hurt or embarrass them or others          3. reporting the misuse of personal information or sharing of upsetting content/images online • different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important; make safe decisions about what to watch, use or play          4. about the risks and effects of different drugs and the organisations where people can get help and support concerning drug use • laws relating to drugs common to everyday life and illegal drugs          5. to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs  <b>ROAD SAFETY: On your bike: pedalling/speed/controlling braking. Is your bike safe?</b></p>	<p><b>T3 Living in the Wider World One World</b>          1. to differentiate between prejudice and discrimination          2. how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups          3. how stereotypes are perpetuated and how to challenge this          4. Is everything you see in the media true? Are all images true? Is all news true? Why are images and stories altered?          5. How does social media impact our wellbeing? Is social media real life?  <b>Fundraising/volunteering. Local charities - would you give a day's wages to a charity?</b></p>	<p><b>T4 Relationships Digital Wellbeing</b>          1. the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked          how to recognise when images might have been altered          2. why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use and some content is not appropriate for children          3. how online content can be designed to manipulate people's emotions and encourage them to read or share things          4. about sharing things online, including rules and laws relating to this including images and pictures of themselves and others          5. how to report inappropriate online content or contact • who are trusted adults; how can I approach them?  <b>6. How to keep safe online</b></p>	<p><b>T5 Living in the Wider World Money Matters</b>          1. the role that money plays in people's lives, attitudes towards it and what influences decisions about money          2. about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer          3. how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling          4. how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks  <b>5. Money Matters: different jobs that earn money. Choices you make about work and money affect our life.</b>  <b>6. What is debt?</b></p>	<p><b>T6 Health and Wellbeing Puberty &amp; Me</b>          1. What is puberty? Physical changes to my appearance, hormonal changes. Wet dreams, attraction, erection. Becoming an adult; how to care for myself.          2. Changing emotions – puberty and hormones; mood swings; helplines, attraction.          3. Just the way you are: positive body imaging; what is retouching? How social media tries to influence us.          4. Relationships: heterosexual, same-sex, adopted, gay, lesbian, civil partnerships/marriage; what makes a loving relationship? Attraction, commitment, consensual.          5. Human reproduction: how long does a pregnancy last? How is a baby born? What does a baby need to grow? heterosexual, same-sex, sperm, fertilisation, conception, embryo, uterus, vagina, foetus, labour  <b>6. Planning a safe journey to my secondary school? Are there different options? Consider time for different routes. Transition from Primary School to Secondary School (short BBC series)</b></p>
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## Appendix 2: By the end of primary school pupils should know

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>

TOPIC	PUPILS SHOULD KNOW
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>
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>

