

St James's CE Primary School

Faith: "So God created all of us in His own image" (Genesis 1:26-27)

We are an inclusive and welcoming family who celebrate each other's achievements. Our Christian Values are at the heart of all that we do; nurturing a sense of belonging and shared identity.

Friendship: "Follow me and I will make you fishers of people." (Luke 5:10)

It is our vision that all of our pupils will have courage and belief in themselves, to follow their dreams.

Fulfilment: "Take courage. It is I. Do not be afraid." (Matthew 14:27)

In a safe and nurturing environment, we support each child to reach their full, God given potential.

School's Vision 2019

Relationships and sex education policy 2021/2022

Approved by:	Mr Alan Millichip	Date: July 2021
Last reviewed on:	July 2021	
Next review due by:	July 2022	

Linked Policies

- Child Protection policy
- Relationships and Sex Education (RSE) Policy
- Anti-bullying policy
- E-safety policy
- Equality policy

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“Relationships, Sex, and Health Education should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others.”

The Church of England Education Office, RSHE Principles and charter

“We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.”

Valuing All God’s Children, Church of England 2019, Foreword by The Most Revd and Rt Hon Justin Welby, Archbishop of Canterbury, p.1

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

Dfe Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance, Secretary of State Foreword

1. Aims

At St James's CE Primary School, RSE reflects the school's vision and values which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become informed, active and responsible citizens. RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others.

We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development.

St James's CE Primary School believes in working in partnership with parents and carers and understands the importance of sharing our RSE programme with families so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home.

Through this policy we work together to promote the following skills:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help pupils' develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To develop resilience and positivity when responding to influences that may affect body image;
- To reinforce and develop pupils' understanding of how to stay safe online;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood;
- To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour;
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender.

2. Statutory requirements

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

In teaching RSE we must comply with relevant requirements of the Equalities Act 2010 www.legislation.gov.uk/ukpga/2010/15/contents

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 undertake to follow the principles in the Church of England Education Office *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*

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

3. Policy development

This policy has been developed in consultation with staff, pupils, parents and governors and using the guidance produced by the Diocese of Worcestershire. The consultation and policy development process involved the following steps:

1. Review – Miss Mason and Miss Stonelake (PSHE leader) 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 were given the opportunity to look at the policy online and make recommendations
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

At St James's CE Primary we define Relationships Education, at Primary level, as the learning of:

- different types of relationships, including friendships, family relationships and dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online

5. Curriculum

5.1 Overview

At St James's our PSHE (Personal, Social, Health and Economic) curriculum which includes Relationships Education has been designed using the PSHE Association materials. Through its three core themes (Health and Wellbeing, Relationships, and Living in the Wider World) our curriculum

covers the breadth of PSHE from relationships and sex education (RSE) and health, to economic wellbeing and careers. It is a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people. Coram Life Education SCARF resources are used by staff to plan lesson activities, in addition to those available through the PSHE association. Staff will also use resources from other sources. Dudley Health will provide teaching resources when a health care professional is delivering sessions in school. Teaching staff will view these resources in advance to ensure they are in line with our PSHE and RSE curriculum.

Our whole PSHE curriculum is set out as per Appendix 1. Appendix 2 outlines what pupils need to know by the end of Primary school in Relationships Education.

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

5.2 Puberty, the changing adolescent body, menstrual wellbeing and the key facts about the menstrual cycle

Learning about puberty, the changing adolescent body, menstrual wellbeing and the key facts about the menstrual cycle are included in the Health curriculum, not sex education. These lessons are statutory and parents are not able to withdraw their child from these sessions. The school will inform parents in advance and share the content of the sessions so that you can support your child at home. Puberty including menstruation, as far as possible, should be addressed before onset and should ensure male and female pupils are prepared for changes they and their peers will experience, in response we have decided to begin this topic in Year 4. Pupils will revisit this topic in Year 5 and 6.

5.3 Sex Education

At St James's, we define the non-statutory element of our sex education as how a baby is conceived and born, this learning will take place in Year 6 and will usually be led by a health care professional. Parents will be notified before these sessions take place, and will have an opportunity, should they wish, to view the teaching resources to be used. Sex Education is not statutory and parents have the right to withdraw their child from these lessons – see section 15

In year 5, as part of the statutory science curriculum, pupils are taught about the life process of reproduction in plants and animals. This unit includes the fact that animals, including humans reproduce sexually when a male and a female sex cell meet. No further detail is discussed. Parents do not have the right to withdraw their children from the science curriculum.

6. Delivery of RSE

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Some aspects may be taught as part of Computing or Religious Education. The statutory Health curriculum supports elements of Relationships Education and its outcomes at the end of Primary school can be viewed in Appendix 3. Aspects of Relationships Education will also be

delivered through assemblies, our integrated school values curriculum and through visits from organisations such as NSPCC.

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

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, LGBTQIA+ 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).

Information is presented and discussed in a neutral/factual way and free of any potential bias towards particular/personal points of view.

Relationships Education will be taught by the pupils' class teacher. At St James's, stand-alone sex education in year 6 and some aspects of the Health curriculum such as puberty and menstruation will usually be led by a health care professional.

7. Early Years Foundation Stage (age 2-5)

The EYFS has its own curriculum, which our PSHE curriculum builds upon. Listed below are the areas of the EYFS curriculum, which link to PSHE and Relationships Education.

Physical Development

Health and Self-Care

- Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional Development

Self-Confidence and Self-Awareness

- Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour

- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making Relationships

- Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

Understanding of the World - People and Communities

- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

In Reception, we also start to use the NSPCC Talk pants resources – see section 11.

8. Special Education Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

9. Equal Opportunities

Under the provisions of the Equality Act, the school will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment or sexual orientation.

10. Naming parts of the body

At St James's, when referring to parts of the body, the correct scientific vocabulary will be used, including: penis, testicles, breasts, vulva and vagina. Children and adults may refer to these parts of the body in PSHE or science lessons, when discussing medical needs and when safeguarding pupils. It is vitally important that pupils use the correct terminology when referring to parts of their body in order to keep themselves safe.

11. Talk PANTS from NSPCC

Talk PANTS, a scheme from the NSPCC, is used throughout school. It helps children understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried.

There are 5 PANTS rules

1. Privates are private.
2. Always remember your body belongs to you.
3. No means no.
4. Talk about secrets that upset you.
5. Speak up, someone can help.

All of the materials used are age appropriate, for example, with our youngest children we use a friendly dinosaur called Pantosaurus, who can help engage children with the rules and make it easier to start the conversation.

12. Safeguarding Procedures

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, has the potential to lead to a disclosure of a child protection issue.

Any suspicions or disclosure about child abuse (sexual, emotional or physical) must, without exception, be referred immediately to the DSL

Any disclosures made about students' involvement in risky or illegal behaviour must also be shared with the DSL. This includes, but is not limited to, disclosures about involvement in sexual activity for those under the age of 16, or disclosure of alcohol or drug use.

Visitors/external agencies which support the delivery of RSE will be made aware of our safeguarding procedures.

13. Roles and responsibilities

13.1 The governing board

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

13.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from sex education (see section 8).

13.3 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 sex education

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, Mrs L. Mason

13.4 Pupils

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

14. Training

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

15. Parents' right to withdraw

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

Parents do have the right to withdraw their children from sex education within RSE. Parents are informed before these lessons take place in year 6. Requests for withdrawal should be put in writing and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

16. Monitoring arrangements

The delivery of RSE is monitored by Miss L. Stonelake (PSHE lead) through:

Looking at planning and children's work, observing lessons and completing learning walks, pupil/teacher interviews and pupil/teacher questionnaires

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

This policy will be reviewed by Miss L. Stonelake, PSHE lead, every two years or sooner if required. At every review, the policy will be approved by the governing body and the head teacher – Mrs L.Mason.

Appendix 1 – The St James’s PSHE curriculum

Year 1	
Focus Questions:	Key
What is the same and different about us?	Relationships objectives
Who is special to us?	
What helps us stay healthy?	
What can we do with money?	
Who helps keep us safe?	
How can we look after each other and the world?	
Relationships (Ourselves and others; similarities and differences; individuality; our bodies)	
What is the same and different about us?	
What they like/dislike and are good at	
What makes them special and how everyone has different strengths	
How their personal features or qualities are unique to them	
How they are similar or different to others, and what they have in common	
To understand that parts of bodies covered with underwear are private	
Relationships (Ourselves and others; people who care for us; groups we belong to; families)	
Who is special to us?	
That family is one of the groups they belong to, as well as, for example, school, friends, clubs	
About the different people in their family / those that love and care for them	
What their family members, or people that are special to them, do to make them feel loved and cared for	
How families are all different but share common features – what is the same and different about them.	
About different features of family life, including what families do/enjoy together	

That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried
Health and wellbeing (Being healthy; hygiene; medicines; people who help us with health)
What helps us stay healthy?
What being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)
That things people put into or onto their bodies can affect how they feel
How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy
Why hygiene is important and how simple hygiene routines can stop germs from being passed on
What they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing
Living in the wider world (Money; making choices; needs and wants)
What can we do with money?
What money is - that money comes in different forms
How money is obtained (e.g. earned, won, borrowed, presents)
How people make choices about what to do with money, including spending and saving
The difference between needs and wants - that people may not always be able to have the things they want
How to keep money safe and the different ways of doing this
Health and wellbeing (Keeping safe; people who help us)
Who helps to keep us safe?
That people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people
Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say
How to respond safely to adults they don't know
What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard
How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say

Living in the wider world (Ourselves and others; the world around us; caring for others; growing and changing)

How can we look after each other and the world?

How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively

The responsibilities they have in and out of the classroom

How people and animals need to be looked after and cared for

What can harm the local and global environment; how they and others can help care for it

How people grow and change and how people's needs change as they grow from young to old

How to manage change when moving to a new class/year group

Year 1 Science objectives linked to PSHE, RSE & Wellbeing.

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense.

Year 2	
Focus Questions:	Key
What makes a good friend?	Relationships objectives
What is bullying?	
What jobs do people do?	
What helps us to stay safe?	
What can help us grow and stay healthy?	
How do we recognise our feelings?	Health and wellbeing objectives
	Living in the wider world objectives
Relationships (Friendship; feeling lonely; managing arguments)	
What makes a good friend?	
How to make friends with others	
How to recognise when they feel lonely and what they could do about it	

How people behave when they are being friendly and what makes a good friend
How to resolve arguments that can occur in friendships
How to ask for help if a friendship is making them unhappy
Relationships (Behaviour; bullying; words and actions; respect for others)
What is bullying?
How words and actions can affect how people feel
How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe
Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable
How to respond if this happens in different situations
How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
Living in the wider world (People and jobs; money; role of the internet)
What jobs do people do?
How jobs help people earn money to pay for things they need and want
About a range of different jobs, including those done by people they know or people who work in their community
How people have different strengths and interests that enable them to do different jobs
How people use the internet and digital devices in their jobs and everyday life
Health and wellbeing (Keeping safe; recognising risk; rules)
What helps us to stay safe?
How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)
How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them
How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets
How not everything they see online is true or trustworthy and that people can pretend to be someone they are not
How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or

concerns them
Health and wellbeing (Being healthy: eating, drinking, playing and sleeping)
What can help us grow and stay healthy?
That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest
That eating and drinking too much sugar can affect their health, including dental health
How to be physically active and how much rest and sleep they should have everyday
That there are different ways to learn and play; how to know when to take a break from screen-time
How sunshine helps bodies to grow and how to keep safe and well in the sun
Health and wellbeing (Feelings; mood; times of change; loss and bereavement; growing up)
How do we recognise our feelings?
How to recognise, name and describe a range of feelings
What helps them to feel good, or better if not feeling good
How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
How feelings can affect people in their bodies and their behaviour
Ways to manage big feelings and the importance of sharing their feelings with someone they trust
How to recognise when they might need help with feelings and how to ask for help when they need it

Year 2 Science objectives linked to PSHE, RSE & Wellbeing.

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Year 3	
Focus Questions: How can we be a good friend? What keeps us safe? What are families like? What makes a community? Why should we eat well and look after our teeth? Why should we keep active and sleep well?	Key
	Relationships objectives
	Health and wellbeing objectives
	Living in the wider world objectives
Relationships (Friendship; making positive friendships, managing loneliness, dealing with arguments)	
How can we be a good friend?	
How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded	
How to recognise if others are feeling lonely and excluded and strategies to include them	
How to build good friendships, including identifying qualities that contribute to positive friendships	
That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences	
How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support	
Health and wellbeing (Keeping safe; at home and school; our bodies; hygiene; medicines and household products)	
What keeps us safe?	
How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe	
How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers	
That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable	
How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)	
How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)	

How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns
What to do in an emergency, including calling for help and speaking to the emergency services
Relationships (Families; family life; caring for each other)
What are families like?
How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)
How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays
How people within families should care for each other and the different ways they demonstrate this
How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
Living in the wider world (Community; belonging to groups; similarities and differences; respect for others)
What makes a community?
How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups
What is meant by a diverse community; how different groups make up the wider/local community around the school
How the community helps everyone to feel included and values the different contributions that people make
How to be respectful towards people who may live differently to them
Health and wellbeing (Being healthy: eating well, dental care)
Why should we eat well and look after our teeth?
How to eat a healthy diet and the benefits of nutritionally rich foods
How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist
How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health
How people make choices about what to eat and drink, including who or what influences these
How, when and where to ask for advice and help about healthy eating and dental care

Health and wellbeing (Being healthy: keeping active, taking rest)
Why should we keep active and sleep well?
How regular physical activity benefits bodies and feelings
How to be active on a daily and weekly basis - how to balance time online with other activities
How to make choices about physical activity, including what and who influences decisions
How the lack of physical activity can affect health and wellbeing
How lack of sleep can affect the body and mood and simple routines that support good quality sleep
How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

Year 3 Science objectives linked to PSHE, RSE & Wellbeing.

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Year 4	
Focus Questions: What strengths, skills and interests do we have? How do we treat each other with respect? How can we manage our feelings? How will we grow and change? How can our choices make a difference to others and the environment? How can we manage risk in different places?	Key
	Relationships objectives
	Health and wellbeing objectives
	Living in the wider world objectives
Health and wellbeing (Self-esteem: self-worth; personal qualities; goal setting; managing set-backs) What strengths, skills and interests do we have?	
How to recognise personal qualities and individuality	

To develop self-worth by identifying positive things about themselves and their achievements
How their personal attributes, strengths, skills and interests contribute to their self-esteem
How to set goals for themselves
How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking
Relationships (Respect for self and others; courteous behaviour; safety; human rights)
How do we treat each other with respect?
How people's behaviour affects themselves and others, including online
How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
About the relationship between rights and responsibilities
About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)
The rights that children have and why it is important to protect these
That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
Health and wellbeing (Feelings and emotions; expression of feelings; behaviour)
How can we manage our feelings?
How everyday things can affect feelings
How feelings change over time and can be experienced at different levels of intensity
The importance of expressing feelings and how they can be expressed in different ways
How to respond proportionately to, and manage, feelings in different circumstances
Ways of managing feelings at times of loss, grief and change
How to access advice and support to help manage their own or others' feelings
Health and wellbeing (Growing and changing; puberty)

How will we grow and change?
About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing
How puberty can affect emotions and feelings
How personal hygiene routines change during puberty
How to ask for advice and support about growing and changing and puberty
Living in the Wider World (Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions)
How can our choices make a difference to others and the environment?
How people have a shared responsibility to help protect the world around them
How everyday choices can affect the environment
How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)
The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
How to show care and concern for others (people and animals)
How to carry out personal responsibilities in a caring and compassionate way
Health and wellbeing (Keeping safe; out and about; recognising and managing risk)
How can we manage risk in different places?
How to recognise, predict, assess and manage risk in different situations
How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)
How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence
How people's online actions can impact on other people
How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
How to report concerns, including about inappropriate online content and contact
That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

Year 4 Science objectives linked to PSHE, RSE & Wellbeing.

- Identify the types of teeth in humans and their simple functions.

Year 5	
Focus Questions:	Key
What makes up our identity?	Relationships objectives
What decisions can people make with money?	
How will we grow and change?	
How can friends communicate safely?	Health and wellbeing objectives
How can drugs common to everyday life affect health?	
What jobs would we like?	Living in the wider world objectives
How can we help in an accident or emergency?	
Health and wellbeing (Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes)	
What makes up our identity?	
How to recognise and respect similarities and differences between people and what they have in common with others	
That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)	
How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)	
About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others	
How to challenge stereotypes and assumptions about others	
Living in the wider world (Money; making decisions; spending and saving)	
What decisions can people make with money?	
How people make decisions about spending and saving money and what influences them	
How to keep track of money so people know how much they have to spend or save	

How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)
How to recognise what makes something 'value for money' and what this means to them
That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions
Health and wellbeing (Growing and changing; puberty)
How will we grow and change?
About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams
How puberty can affect emotions and feelings
How personal hygiene routines change during puberty
How to ask for advice and support about growing and changing and puberty
Relationships (Friendships; relationships; becoming independent; online safety)
How can friends communicate safely?
About the different types of relationships people have in their lives
How friends and family communicate together; how the internet and social media can be used positively
How knowing someone online differs from knowing someone face-to-face
How to recognise risk in relation to friendships and keeping safe
About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family
How to respond if a friendship is making them feel worried, unsafe or uncomfortable
How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety
Health and wellbeing (Drugs, alcohol and tobacco; healthy habits)
How can drugs common to everyday life affect health?
How drugs common to everyday life (including smoking/vaping, nicotine, alcohol, caffeine and medicines) can affect health and wellbeing
That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal
How laws surrounding the use of drugs exist to protect them and others

Why people choose to use or not use different drugs
How people can prevent or reduce the risks associated with them
That for some people, drug use can become a habit which is difficult to break
How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use
How to ask for help from a trusted adult if they have any worries or concerns about drugs
Living in the wider world (Careers; aspirations; role models; the future)
What jobs would we like?
That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
That some jobs are paid more than others and some may be voluntary (unpaid)
About the skills, attributes, qualifications and training needed for different jobs
That there are different ways into jobs and careers, including college, apprenticeships and university
How people choose a career/job and what influences their decision, including skills, interests and pay
How to question and challenge stereotypes about the types of jobs people can do
How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
Health and wellbeing (Basic first aid, accidents, dealing with emergencies)
How can we help in an accident or emergency?
How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions
That if someone has experienced a head injury, they should not be moved
When it is appropriate to use first aid and the importance of seeking adult help
The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services

Year 5 Science objectives linked to PSHE, RSE & Wellbeing.

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

Year 6	
Focus Questions:	Key
How can we keep healthy as we grow?	Relationships objectives Health and wellbeing objectives Living in the wider world objectives
How can the media influence people?	
What will change as we become more independent?	
How do friendships change as we grow?	
Health and wellbeing (Looking after ourselves; growing up; becoming independent; taking more responsibility)	
How can we keep healthy as we grow?	
How mental and physical health are linked	
How positive friendships and being involved in activities such as clubs and community groups support wellbeing	
How to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> ○ how to plan a healthy meal ○ how to stay physically active ○ how to maintain good dental health, including oral hygiene, food and drink choices ○ how to benefit from and stay safe in the sun ○ how and why to balance time spent online with other activities ○ sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep 	
how to manage the influence of friends and family on health choices	
That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one	
How legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them	
How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school	
That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on	
That anyone can experience mental ill-health and to discuss concerns with a trusted adult	
That mental health difficulties can usually be resolved or managed with the right strategies and support	
Living the wider world (Media literacy and digital resilience; influences and decision-making; online safety)	

How can the media influence people?
How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
That not everything should be shared online or social media and that there are rules about this, including the distribution of images
That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
How text and images can be manipulated or invented; strategies to recognise this
To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
To recognise unsafe or suspicious content online and what to do about it
How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
How to make decisions about the content they view online or in the media and know if it is appropriate for their age range
How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have
To discuss and debate what influences people's decisions, taking into consideration different viewpoints
Relationships (Different relationships, changing and growing, adulthood, independence, moving to secondary school)
What will change as we become more independent? How do friendships change as we grow?
That people have different kinds of relationships in their lives
That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another
That adults can choose to be part of a committed relationship or not, including marriage or civil partnership
That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
How puberty relates to growing from childhood to adulthood
How growing up and becoming more independent comes with increased opportunities and responsibilities
How friendships may change as they grow and how to manage this
How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

Year 6 Science objectives linked to PSHE, RSE & Wellbeing.

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Appendix 2: Relationships Education - 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"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being 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

Appendix 3: Health Education - By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

