

St Alban's C of E Academy



Relationship and Sex Education (RSE) Policy

Parent Consultation completed by Friday 13th November 2020.

Relationship and Sex Education Policy

Intent

Relationship and Sex Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

At St Alban's we believe that it is important to prepare children for puberty and give them an age appropriate understanding of sexual development and the importance of health and hygiene.

Our Relationship and Sex Education (RSE) curriculum works in partnership with our PHSCE and Science Curriculums to provide children with a wide range of learning opportunities and experiences that will help them develop feelings of self-respect, confidence and empathy and to create a positive culture around issues of sexuality and relationship.

Our Relationship and Sex Education curriculum is designed to allow each child to:

- ❖ Have age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.
- ❖ Consider the qualities of relationships within families.
- ❖ Provide the knowledge and information to which all pupils are entitled.
- ❖ Raise pupils' self-esteem and confidence, especially in their relationships with others.
- ❖ Help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- ❖ Develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- ❖ Develop confidence to be participating members of society and to value themselves and others.
- ❖ Develop skills for a healthier safer lifestyle.
- ❖ Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- ❖ Respect and care for their bodies.
- ❖ Be prepared for puberty and adulthood.



Implementation

The teaching of Relationship and Sex Education is a legal requirement. As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

At St Alban's we teach the following as part of our Science Curriculum, parents **do not** have the right to withdraw their child/children.

Science Curriculum Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

Science Curriculum Key Stage 2

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

Our RSE curriculum is taught within Personal, social and health education (PSHE). Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- ❖ Families and Relationships
- ❖ Safe Relationships

- ❖ Respecting Ourselves and Others
- ❖ Belonging to a Community
- ❖ Media Literacy and Digital Resilience
- ❖ Money and Work
- ❖ Physical Health and Mental Wellbeing
- ❖ Growing and Changing
- ❖ Keeping Safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents 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).

Please see the following link for our overview:

<https://www.stalbansceacademy.com/usr/docs/2021/7/PHSCE%20-%20L ong%20Term%20Plan.pdf>

Organisation and Planning

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

At St Alban's it is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Resources to teach sex and relationship education may include fiction, reference books, leaflets and extracts from video clips. Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

The school informs parents when aspects of the sex and relationship programme are taught through the overview and provides opportunities for parents to view the videos and resources.

Roles and responsibilities

The Governing Body

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

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE

Staff

Relationship and Sex education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. Staff will ensure that

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

In addition they will respond appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinions.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. We believe that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned. The Role of Visitors in regards to RSE Visitors are invited in to school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's RSE policy and work within it.

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he will talk to one of the schools Designated Safeguarding Leads, who may confer with the Headteacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

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.

Pupils

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

Parents

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

Parents **have the right** to withdraw their children from the **non-statutory components of RSE - the sex education provided by school** - (other than sex and relationship education which must be taught in the National Curriculum for Science). Before doing so, parents are encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

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

Outlined Objectives

Year Group	Objectives
EYFS	<p>Families and Friendships (Relationships)</p> <ul style="list-style-type: none"> • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use Calm Me time to manage my feelings • I know how to be a good friend <p>Respecting Ourselves and Others (Celebrating Difference)</p> <ul style="list-style-type: none"> • I can identify something I am good at and understand everyone is good at different things • I understand that being different makes us all special • I know we are all different but the same in some ways • I can tell you why I think my home is special to me • I can tell you how to be a kind friend • I know which words to use to stand up for myself when someone says or does something unkind <p>Belonging to a community (Being Me in My World)</p> <ul style="list-style-type: none"> • I understand how it feels to belong and that we are similar and different • I can start to recognise and manage my feelings • I enjoy working with others to make school a good place to be • I understand why it is good to be kind and use gentle hands • I am starting to understand children's rights and this means we should all be allowed to learn and play • I am learning what being responsible means <p>Money and Work (Dreams and Goals)</p> <ul style="list-style-type: none"> • I understand that if I persevere I can tackle challenges • I can tell you about a time I didn't give up until I achieved my goal • I can set a goal and work towards it • I can use kind words to encourage people • I understand the link between what I learn now and the job I might like to do when I'm older • I can say how I feel when I achieve a goal and know what it means to feel proud <p>Physical health and Mental wellbeing (Healthy Me)</p> <ul style="list-style-type: none"> • I understand that I need to exercise to keep my body healthy • I understand how moving and resting are good for my body • I know which foods are healthy and not so healthy and can make healthy eating choices • I know how to help myself go to sleep and understand why sleep is good for me • I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • I know what a stranger is and how to stay safe if a stranger approaches me <p>Growing and Changing (Changing Me)</p> <ul style="list-style-type: none"> • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults • I can express how I feel about moving to Year 1 • I can talk about my worries and/or the things I am looking forward to about being in Year 1 • I can share my memories of the best bits of this year in Reception
Year 1	<p>Families and Friendships</p> <ul style="list-style-type: none"> ▪ R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

- R2. to identify the people who love and care for them and what they do to help them feel cared for
- R3. about different types of families including those that may be different to their own
- R4. to identify common features of family life
- R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

Safe Relationships

- R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R15. how to respond safely to adults they don't know
- R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
- R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

Respecting Ourselves and Others

- R21. about what is kind and unkind behaviour, and how this can affect others
- R22. about how to treat themselves and others with respect; how to be polite and courteous

Belonging to a community

- L1. about what rules are, why they are needed, and why different rules are needed for different situations
- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L3. about things they can do to help look after their environment

Media literacy and Digital resilience

- L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
- L8. about the role of the internet in everyday life

Money and Work

- L14. that everyone has different strengths
- L16. different jobs that people they know or people who work in the community do
- L17. about some of the strengths and interests someone might need to do different jobs

Physical health and Mental wellbeing

- H1. about what keeping healthy means; different ways to keep healthy
- H2. about foods that support good health and the risks of eating too much sugar
- H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H5. simple hygiene routines that can stop germs from spreading
- H8. how to keep safe in the sun and protect skin from sun damage
- H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- H10. about the people who help us to stay physically healthy

Growing and changing

- H11. about different feelings that humans can experience
- H12. how to recognise and name different feelings

- H13. how feelings can affect people's bodies and how they behave
- H14. how to recognise what others might be feeling
- H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H21. to recognise what makes them special
- H22. to recognise the ways in which we are all unique
- H23. to identify what they are good at, what they like and dislike
- H24. how to manage when finding things difficult

Keeping safe

- H28. about rules and age restrictions that keep us safe
- H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

Year 2

Families and friendships

- R6. about how people make friends and what makes a good friendship
- R7. about how to recognise when they or someone else feels lonely and what to do
- R8. simple strategies to resolve arguments between friends positively
- R9. how to ask for help if a friendship is making them feel unhappy

Safe relationships

- R11. about how people may feel if they experience hurtful behaviour or bullying
- R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- R14. that sometimes people may behave differently online, including by pretending to be someone they are not
- R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Respecting ourselves and others

- R23. to recognise the ways in which they are the same and different to others
- R24. how to listen to other people and play and work cooperatively
- R25. how to talk about and share their opinions on things that matter to them

Belonging to a community

- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L4. about the different groups they belong to
- L5. about the different roles and responsibilities people have in their community
- L6. to recognise the ways they are the same as, and different to, other people

Media literacy and Digital resilience

- L8. about the role of the internet in everyday life
- L9. that not all information seen online is true

Money and Work

- L10. what money is; forms that money comes in; that money comes from different sources
- L11. that people make different choices about how to save and spend money
- L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- L13. that money needs to be looked after; different ways of doing this

- L15. that jobs help people to earn money to pay for things

Physical health and Mental wellbeing

- H4. about why sleep is important and different ways to rest and relax
- H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H16. about ways of sharing feelings; a range of words to describe feelings
- H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Growing and changing

- H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- H26. about growing and changing from young to old and how people's needs change
- H27. about preparing to move to a new class/year group

Keeping safe

- H29. to recognise risk in simple everyday situations and what action to take to minimise harm
- H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- H31. that household products (including medicines) can be harmful if not used correctly
- H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- H33. about the people whose job it is to help keep us safe
- H35. about what to do if there is an accident and someone is hurt
- H36. how to get help in an emergency (how to dial 999 and what to say)
- H37. about things that people can put into their body or on their skin; how these can affect how people feel

Year 3

Families and friendships

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Safe relationships

- R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

Respecting ourselves and others

- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

Belonging to a community

- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2. to recognise there are human rights, that are there to protect everyone
- L3. about the relationship between rights and responsibilities

Media literacy and Digital resilience

- L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

Money and Work

- L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

Physical health and Mental wellbeing

- H1. how to make informed decisions about health
- H2. about the elements of a balanced, healthy lifestyle
- H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- H17. to recognise that feelings can change over time and range in intensity
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

Growing and changing

- H27. to recognise their individuality and personal qualities
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

Keeping safe

- H38. how to predict, assess and manage risk in different situations
- H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe
- H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

Families and friendships

- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- R13. the importance of seeking support if feeling lonely or excluded
- R18. 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

Safe relationships

- R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

Respecting ourselves and others

- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

Belonging to a community

- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L6. about the different groups that make up their community; what living in a community means
- L7. to value the different contributions that people and groups make to the community

Media literacy and Digital resilience

- L13. about some of the different ways information and data is shared and used online, including for commercial purposes
- L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

Money and Work

- L17. about the different ways to pay for things and the choices people have about this
- L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- L20. to recognise that people make spending decisions based on priorities, needs and wants
- L21. different ways to keep track of money

Physical health and Mental wellbeing

- H2. about the elements of a balanced, healthy lifestyle
- H5. about what good physical health means; how to recognise early signs of physical illness
- H11. 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>Growing and changing</p> <ul style="list-style-type: none"> ▪ H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction ▪ H31. about the physical and emotional changes that happen when approaching and during puberty ▪ H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene ▪ H34. about where to get more information, help and advice about growing and changing, especially about puberty <p>Keeping safe</p> <ul style="list-style-type: none"> ▪ H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed ▪ H38. how to predict, assess and manage risk in different situations ▪ H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) ▪ H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
Year 5	<p>Families and friendships</p> <ul style="list-style-type: none"> ▪ R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them ▪ R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others ▪ R16. how friendships can change over time, about making new friends and the benefits of having different types of friends ▪ R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely ▪ R18. 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 ▪ R26. about seeking and giving permission (consent) in different situations <p>Safe relationships</p> <ul style="list-style-type: none"> ▪ R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice ▪ R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact ▪ R26. about seeking and giving permission (consent) in different situations ▪ R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret ▪ R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> ▪ R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support ▪ R21. about discrimination: what it means and how to challenge it ▪ R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships ▪ R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own <p>Belonging to a community</p>

- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
- L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

Media literacy and Digital resilience

- L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

Money and Work

- L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- L31. to identify the kind of job that they might like to do when they are older
- L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Physical health and Mental wellbeing

- H8. 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
- H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

Growing and changing

- H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26. that for some people gender identity does not correspond with their biological sex
- H27. to recognise their individuality and personal qualities

Keeping safe

- H38. how to predict, assess and manage risk in different situations
- H43. about what is meant by first aid; basic techniques for dealing with common injuries
- H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
- H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³

Year 6

Families and Friendships

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

- R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

Safe Relationships

- R26. about seeking and giving permission (consent) in different situations
- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting Ourselves and Others

- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Communities

- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- R21. about discrimination: what it means and how to challenge it

Media literacy and Digital resilience

- H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- L11. recognise ways in which the internet and social media can be used both positively and negatively
- L13. about some of the different ways information and data is shared and used online, including for commercial purposes
- L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Money and Work

- L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

- L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- L24. to identify the ways that money can impact on people's feelings and emotions

Physical health and Mental wellbeing

- H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
- H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Growing and changing

- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- H35. about the new opportunities and responsibilities that increasing independence may bring
- H36. strategies to manage transitions between classes and key stages

Keeping safe

- H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
- H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
- H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
- H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping
- H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns