Relationships, Health and Sex Education Policy

Approval Level:	Governing Body
Date Agreed:	Summer Term 2021
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Contents

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

Integrity   We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour.

Responsibility   We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements.

Inclusion   We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style.

Enjoyment   Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved.

Inspiration   Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full.

Learning   Children and adults will flourish in their learning and through learning discover a future that is worth pursuing.

Leadership   REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual.

1. Overarching Principles

We understand pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil.

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the Department of Education recommends all primary schools should have a sex education programme in place, which we are in agreement with and have included in our curriculum.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, health and sex curriculum for all our pupils.

This policy sets out the framework for our relationships, health and sex education curriculum, providing clarity on how it is informed, organised and delivered.

2. Roles and Responsibilities

Governors will:

- Ensure all pupils make progress in achieving the expected educational outcomes.

- Ensure the curriculum is well led, effectively managed and well planned.

- Evaluate the quality of provision through regular and effective self-evaluation.

- Ensure teaching is delivered in ways that are accessible to all pupils with SEND.

- Provide clear information for parents on subject content and their rights to request that their children are withdrawn.

- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Head Teacher will:

- Oversee the overall implementation of this policy.

- Ensure staff are suitably trained to deliver the subjects.

- Ensure parents are fully informed of this policy.
- Review requests from parents to withdraw their children from the subjects.

- Discuss requests for withdrawal with parents.

- Organise alternative education for pupils, where necessary, that is appropriate and purposeful.

- Report to the Governing Board on the effectiveness of this policy.

Class Teachers will:

- Deliver a high-quality and age-appropriate curriculum in line with statutory requirements.

- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.

- Ensure they do not express personal views or beliefs when delivering the programme.

- Model positive attitudes to relationships, health and sex education.

- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection Policy.

- Act in accordance with planning, monitoring and assessment requirements for the subjects.

- Liaise with the SENCO to identify and respond to individual needs of pupils with SEND.

- Work with the Senior Leadership Team and curriculum leaders to evaluate the quality of provision.

Parents/Carers will:

- Support school staff to shape the curriculum for relationships, health and sex education.

- Communicate openly and constructively with school staff regarding relationships, health and sex education.

- Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education.

3. National Guidance and Requirements

This policy has due regard to, and is intended to be implemented in accordance with, the following legislation, statutory and advisory guidance:

- Section 80A of the Education Act 2002

- Children and Social Work Act 2017

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

- Equality Act 2010

- Department of Education (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'

- Department of Education (2013) 'Science programmes of study: key stages 1 and 2'

4. Definitions

For the purpose of this policy, relationships and sex education is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, health education is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

5. Consultation with Parents/Carers

We recognise the role of parents and carers in supporting their children to learn about relationships, health and sex is vital. We intend to give parents and carers every opportunity to understand what we are teaching in the relationships, health and sex education curriculum, and to be consulted with, and offer feedback on, the curriculum content and delivery.

We have a dedicated tab on our school website which gives our Relationships, Health and Sex Education termly curriculum updates and communication from class teachers.

Any general queries regarding the delivery of relationships, health and sex education should be directed in the first instance to the class teacher.

6. The Right to be Withdrawn

As per the Department of Education statutory guidance, parents and carers have the right to request their child be withdrawn from all or part of the non-statutory sex education curriculum. N.B. this right to be withdrawn does not apply to relationships education or health education, which are statutory requirements and will be taught as per the Department of Education outlines below.

Any requests to be withdrawn from non-statutory sex education must be made in writing to the Head Teacher at the earliest opportunity. Any such request will automatically be granted, but the Head Teacher will request to meet with the parent/carer to discuss their request, to ensure their wishes are understood, and to clarify the nature and purpose of the curriculum; if appropriate, this discussion may also include conversation with the pupil.

The Head Teacher will also discuss with the parent/carer the benefits of receiving this important education and any adverse effects withdrawal may have on the pupil – this could include, for example, possible social and emotional effects of being excluded. The Head Teacher will keep a written record of the discussion, and will ensure the pupil receives appropriate alternative education during the delivery of non-statutory sex education.

7. Curriculum Organisation and Content

Our relationships, health and sex education curriculum has been organised in line with the statutory requirements outlined in the Department of Education statutory guidance. Schools are free to determine, within the statutory curriculum content outlined by the Department of Education, what pupils are taught during each year group. We have considered the age and development of pupils when deciding what will be taught, and have planned a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as pupil's progress through school.

8. Relationships and Health Education

The following tables have been taken from the Department of Education statutory guidance document, and provide an overview of the required learning for relationships and health education throughout primary years (Reception to Year 6).

Relationships Education: by the end of primary school, pupils should know:	
Families and people who care for me	- 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	- 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 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	• 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.
Online relationships	• 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	• 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.
Health Education: by the end of primary school, pupils should know:	
Mental wellbeing	• 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	• 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.
Physical health and fitness	• 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	• 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	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention	- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body; - about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer; - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn; - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist; - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing; - the facts and science relating to immunisation and vaccination.
Basic First Aid	- 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	- 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;

9. Sex Education

The primary curriculum for Science includes relevant content related to sex education, which is a statutory requirement for schools to deliver. In brief, this teaches pupils about: the main external body parts, the human body as it grows from birth to old age (including puberty), and reproduction in some plants and animals.

Sex education beyond these elements of the Science curriculum is non-statutory for primary schools, so there is not a prescribed programme of study that schools must follow.

See Appendix 1 for the intended learning objectives for each year group by the end of primary.

10. Curriculum Delivery

The delivery of relationships, health and sex education coincide with one another and will be delivered by class teachers as part of the school's PSHE curriculum and, where relevant, the Science curriculum. Where objectives relate directly to online safety, these will also be delivered and/or reinforced during Computing and ICT lessons.

In each year group, appropriate resources, including diagrams, videos, books, games, will be used to assist learning, alongside discussion and practical activities. At the discretion of the class teacher, pupils may, on occasion, be taught in gender-segregated groups, dependent upon the nature of the topic being delivered. When planning lessons, the class teacher will establish what is appropriate for one-to-one and whole-class settings, and plan their lessons accordingly. At all times, pupils will be encouraged to engage in discussion and ask questions, which will be answered sensitively, honestly and with due regard to the pupil's age and understanding.

11. Equal Opportunities

We understand our responsibilities in relation to the Equality Act 2010; specifically, that we must not unlawfully discriminate against any person because of their age, sex or sexual orientation, race, disability, or religion/belief. The teaching of our relationships, health and sex education curriculum reflects these requirements set out in law so that pupils understand what the law does and does not allow, and the wider legal implications of the topics that are being taught.

We will ensure that all teaching and materials are appropriate for the ages of the pupils, their developmental stages and any additional needs, such as SEND. Curriculum plans will: provide appropriate challenge for pupils; be differentiated for pupils' needs; give an equal focus to boys and girls; support the reduction of stigma, particularly in relation to mental wellbeing; encourage openness through discussion activities and group work; challenge perceived views of protected characteristics through exploration of, and developing mutual respect for, those different to themselves.

12. Confidentiality

Confidentiality within the classroom is an important component of relationships, health and sex education, and teachers will respect the confidentiality of their pupils as far as is possible. They will, however, report any concerns or disclosures that indicate potential abuse to the Designated Safeguarding Lead as per the school's Safeguarding and Child Protection Policy. Pupils will be informed of the school's responsibilities in terms of confidentiality and will be supported to understand what action may be taken regarding any concerns that they share.

13. Monitoring and Review

This policy will be monitored by the Head Teacher and Local Governing Body. Curriculum effectiveness will be evaluated as per the school's cycle for monitoring of teaching and learning, which will include review of lesson planning, lesson observation, and work scrutiny.

This policy will be reviewed every two years. Review will be undertaken (a) by REAch2 Academy Trust, regarding adherence to statutory requirements, and (b) by the Head Teacher and Local Governing Body, regarding school specific implementation and effectiveness. Policy review will take into account feedback from parents and carers, pupils and staff, as well as any changes to legal and statutory frameworks.

Appendix 1: Primary PSHE Progression Map

EYFS	Relationships Education	Physical Health and Mental Well Being
Statutory Guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education	*By the end of Primary children should know:* *1. that families are important for children growing up because they can give love, security and stability.* *2. 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.* *3. 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.* *4. 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.* *5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.* *6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.* *7. how important friendships are in making us feel happy and secure, and how people choose and make friends.* *8. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.* *9. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.* *10. 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.* *11. 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.* *12. 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.* *13. practical steps they can take in a range of different contexts to improve or support respectful relationships.*	*By the end of Primary children should know:* *1. that mental wellbeing is a normal part of daily life, in the same way as physical health.* *2. 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.* *3. 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.* *4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate* *5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.* *6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.* *7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.* *8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.* *9. 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).* *10. 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.* *11. that for most people the internet is an integral part of life and has many benefits.* *12. 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.* *13. 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.* *14. why social media, some computer games and online gaming, for example, are age restricted.* *15. 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.* *16. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.*

14. *the conventions of courtesy and manners.*
15. *the importance of self-respect and how this links to their own happiness.*
16. *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.*
17. *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.*
18. *what a stereotype is, and how stereotypes can be unfair, negative or destructive.*
19. *the importance of permission-seeking and giving in relationships with friends, peers and adults.*
20. *that people sometimes behave differently online, including by pretending to be someone they are not.*
21. *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.*
22. *the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.*
23. *how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.*
24. *how information and data is shared and used online.*
25. *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)*
26. *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.*
27. *that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.*
28. *how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.*
29. *how to recognise and report feelings of being unsafe or feeling bad about any adult.*
30. *how to ask for advice or help for themselves or others, and to keep trying until they are heard.*
31. *how to report concerns or abuse, and the vocabulary and confidence needed to do so.*
32. *where to get advice e.g. family, school and/or other sources.*

17. *where and how to report concerns and get support with issues online.*
18. *the characteristics and mental and physical benefits of an active lifestyle.*
19. *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.*
20. *the risks associated with an inactive lifestyle (including obesity).*
21. *how and when to seek support including which adults to speak to in school if they are worried about their health.*
22. *what constitutes a healthy diet (including understanding calories and other nutritional content).*
23. *the principles of planning and preparing a range of healthy meals*
24. *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).*
25. *the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.*
26. *how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.*
27. *about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.*
28. *the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.*
29. *about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.*
30. *about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.*
31. *the facts and science relating to allergies, immunisation and vaccination.*
32. *how to make a clear and efficient call to emergency services if necessary.*
33. *concepts of basic first-aid, for example dealing with common injuries, including head injuries.*
34. *key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.*
35. *about menstrual wellbeing including the key facts about the menstrual cycle.*

Certain statements are * to indicate that the school should consult with parents/carers and the wider community before they teach them. Below are the statutory statements that provide further information for your reference:

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Many schools build a good relationship with parents on these subjects over time – for example by inviting parents into school to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. It is important through such processes to reach out to all parents, recognising that a range of approaches may be needed for doing so.

Many schools will have existing mechanisms in place to engage parents and should continue to draw on these as they respond to the new legal framework.

Statements highlighted are non-statutory

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking Skills		Share views respectfully.	Show that they are actively listening and responding.	Identify big ideas in a stimulus and ask questions related to these.	Empathise with how others are feeling/thinking about something.	Show appreciation for the comments of others i.e. that is a really good point/that has made me think about…	Show an interest in the progress of an enquiry.
		Give reasons for ideas with evidence/examples.	Suggest what might happen if…	Support and build on the ideas of others.	Encourage others to join in discussions.		Show that they have extended their thinking beyond the PSHE session.
		Agree and disagree respectfully.	Demonstrate how to build on others' ideas.	Keep focussed on the matter at hand.	Draw upon evidence and own experiences.	Question peers to support progress in an enquiry.	Evaluate a range of reasoned conclusions.
		Connect an idea to another idea.	Be an effective member in small group tasks.	Explain how ideas are linked.	Suggest reasoned conclusions.	Evaluate own evidence offered and that offered by others i.e. I think that example is…	Identify assumptions and evaluate their impact.
			Suggest different possibilities/ideas.	Explore a range of different possibilities.	Show a willingness to illustrate the ideas of others with own experiences.	Air feelings in a way that supports the enquiry.	Summarise the progress of an enquiry.
					Identify associated concepts and explain their relevance and connections.	Encourage others to contribute to an enquiry.	Suggest ways in which an enquiry might move to make progress.
						Evaluate in some detail the range of possibilities.	Suggest and explain new and novel ideas that build on the ideas of others.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing		How specific rules and restrictions help them to keep safe. Who helps them to stay healthy and what that means (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 routines can stop germs from being passed on. What they can do to take care of their personal hygiene on a daily basis, e.g. brushing teeth and hair, hand washing. That people have different roles within the community to help them (and	How specific 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 recognise and identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them these situations. How to recognise and resist pressure to do something that makes them feel unsafe or uncomfortable. Recognise that not everything they see online is true or trustworthy. Recognise whether something is unsafe, scaring them or they are worried about it and how to tell a trusted adult.	How to recognise hazards that could cause themselves (or others) harm and how to reduce them. Understand how equipment and clothing can help keep you protected and safe. 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 resist 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. How to react and respond if there is an accident and how to deal with minor injuries e.g. bites and stings. What to do in an emergency, including calling for help and speaking to the	How to recognise personal qualities and individuality. Understand how their personal attributes and achievements contribute to their self-esteem and feeling of self-worth. How everyday things can affect feelings and how they change over time and can be experienced at different levels of intensity. The importance of expressing feelings and how to respond proportionately as well as manage them in different circumstances. How to managing feelings at times of loss, grief and change. How and where to access advice and support to help manage their own or others' feeling. About puberty and how bodies change during puberty. including menstruation, hygiene	To recognise and respect similarities and differences between people and there are a range of factors that contribute to a person's identity. How individuality and personal qualities make up someone's identity (including gender identity). Understand stereotypes, including those in relation to protective characteristics, and how they are not always accurate, and can negatively influence behaviours and attitudes towards others. How to challenge stereotypes and assumptions about others. How to carry out basic first aid and 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.	Understand the links between mental and physical health. How wellbeing can be supported by positive friendships and involvement in clubs and community groups. How to make choices that support a healthy, balanced lifestyle including calories content and nutrition. That drugs 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. Health problems can become worse if not addressed early on and that anyone can experience them.

others) keep safe - the jobs they do and how they help people.

Recognise and have an understanding of 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 and appropriately to adults they don't know.

Understand the importance of asking for support and to keep trying until they are heard if they feel unsafe or worried for themselves or others.

How to raise the alarm if there is an accident and someone is hurt, including dialling 999 and what to say.

Recognise that different things are needed to keep the body healthy e.g. food and drink, physical activity, sleep and rest.

Recognise that eating and drinking too much sugar can affect their health, including dental health.

To understand how to be physically active and how much sleep they should be getting every day.

Recognise the need to limit screen-time and that we can learn and play in a variety of different ways.

emergency services.

Understand what constitutes a healthy balanced diet,

How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist,

Recognise how not eating a balanced diet can negatively affect health and why people choose to eat what they do,

Understand that regular physical activity benefits bodies and feelings and that a lack of activity can affect health and wellbeing.

How to be active on a daily and weekly basis and how to make physical activity choices to support this - how to balance time online with other activities.

How lack of sleep can affect the body and mood and simple routines that support good quality sleep.

routines, emotions and feelings.

How to ask for advice and support about growing and changing and puberty.

How to recognise, predict, assess and manage risk in different situations including the local environment and less familiar locations.

Understand that you can be influenced by peers' behaviour and by a desire for peer approval.

How individuality and personal qualities make up someone's identity.

How to set goals for themselves as well as manage set-backs, learn from their mistakes and reframe unhelpful thinking.

Understand 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.

Importance of remaining calm during an emergency and providing clear information.

How drugs common to everyday life can affect health and wellbeing.

That some drugs are legal and other drugs are illegal and the laws surrounding them are designed to protect us.

Why people choose to use drugs, how the use of them can become a habit and how the risks associated with them can be prevented.

How to ask for help from a trusted adult if they have any worries or concerns about drugs.

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 and how to report concerns.

Mental health difficulties can usually be resolved or managed with the right strategies and support.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships		What they like/dislike and are good at. What makes them special, their personal features or qualities and how everyone has different strengths and qualities unique to them. What children have in common and how they are similar or different to others. To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private*. That family is one of the groups they belong to, as well as, for example, school, friends, clubs. That there are different people in the family they belong to. How their family members, or people they feel are special, act to make them	Know how to make friends and recognise when they feel lonely and what they could do about it. Know what friendly behaviour is and what makes you a good friend. Know how to resolve arguments that can occur in friendships as well as how to ask for help if particular friendships are making them unhappy. How their actions can affect people's feelings. 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 calling others names, teasing, bullying and excluding children deliberately is unacceptable and how to respond if	Understand how wellbeing can be supported by friendships and the importance of seeking support if you are feeling lonely or excluded. Learn strategies to include children that are feeling lonely and excluded as well as how to spot those that are. How to build healthy friendships and identify qualities that contribute to positive friendships. Recognise that sometimes friendships have difficulties and identify how to manage problems or arguments and resolve problems or differences of opinion. How to recognise and get support if a friendship is making you feel unhappy, unhealthy or unsafe. That families don't all have the same structure*.	Recognise how people's behaviour affects themselves and others, including online. How to be polite and courteous in different situations and recognise the respectful behaviour they should receive in return. About the relationship between rights and responsibilities. That people have the right to privacy and how to recognise when a confidence or secret should or should not be kept (shared with a trusted adult). That everyone should feel included, respected and be aware of the process of stereotyping; how to respond if they witness or experience exclusion, disrespect or discrimination. How to recognise and respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) –	To know about the different types of relationships people have in their lives. How friends and family communicate with each other and how the internet and social media can be used positively. Knowing the difference between contact with someone online and face-to-face. How to recognise risk in relation to friendships and keeping safe. Understand the key stages to the human life cycle including menstruation, ejaculation, emotions and feelings. How to recognise and ask for help or advice if puberty worries me.	That people have different kinds of relationships in their lives, including romantic or intimate relationships*. That people who are attracted to and love each other can be of any gender, ethnicity or faith*. That adults can choose to be part of a committed relationship or not, including marriage or civil partnership. Understand that marriage is a choice and 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. About the reproductive organs and process - how babies are conceived and born and how they need to be cared for*. How growing up and becoming more independent comes with increased

feel loved and cared for.

Understand what makes families the same and what makes them different, e.g. features of family life, including what families do / enjoy together,

That it is important to tell someone (such as a trusted adult in school) if something about their family makes them feel unhappy or worried.

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.

That positive family life often includes 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 recognise and ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.

how to report concern.

opportunities and responsibilities.

That friendships may change as they grow and how to manage this.

How to manage changes such as: including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living in the Wider World		What money is, how it is obtained and that is comes in multiple forms. How to make choices about spending money, saving money and how to keep it safe. The difference between what we need and what we want. How behaviour, both kind and unkind, can affect others; how to be polite and courteous; how to play and work co-operatively. That they have responsibilities both in and out of the classroom. That both people and animals need to be cared for. That they and others can help care for the environment and what can harm it both locally and globally.	The importance of having a job to help people earn money to pay for things they need and want. How people have different skills and interests that enable them to do different jobs. About a variety of different jobs, including those done by people they know or people who work in their community. How the internet and digital devices helps people do their jobs and carry out their everyday lives.	That they belong to different groups and communities outside of your immediate family. What makes a community diverse; how the local/wider community around the school is made up of different groups. How recognising and valuing the contributions of others helps everyone within the community feel included. How to be respectful towards people who live different lives than they do.	How there is a collective responsibility to help protect the world around us. How the environment can be effected by the everyday choices that we make, including what we choose to buy or spend money on. The skills and vocabulary needed to share their thoughts, ideas and opinions in discussion about topical issues. How to show care and concern for both people and animals.	What influences peoples' decisions when spending or saving money and how people keep track of their money. To recognise that there are risks inherent in gambling, the impact that these can have and why people still do it. Understanding the different choices and options people have to pay for things. How to understand whether things are value for money and what this means to different people. That money can be won, lost or stolen and that money can affect people's feelings and emotions. There are a broad range of different jobs and people often have more than one during their careers and over their lifetime. There are skills, attributes, qualifications and training needed for different jobs	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 as well as strategies to recognise this. To evaluate the reliability of how different types of online content and media. To recognise and respond to unsafe or suspicious content online. How information is tailored to meet the interests of individuals and groups, and how it

and some are paid more than others (including unpaid voluntary work).

People's choice of a career/job is influenced by interests, skills and pay and there are different ways into them such college, apprentices and university.

How to question and challenge stereotypes about the types of jobs people can do.

can be used to influence them.

How to recognise whether content they view online is age appropriate and make decision based on this.

How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue.