



Relationship and Sex Education Policy

Date:	July 2025
Review Date:	July 2026
Responsibility:	Headteacher
STATUTORY	Yes
Checked against Equality Policy	Yes

Agreed by Governors: Brendan Gibbs	Date: 15 th July 2025
Headteacher: Rebecca Mitchell	Date: 15 th July 2025

Enjoy

Persevere

Succeed

Purpose of the Relationships and Sex Education Policy

The purpose of the policy is to:

- Address the mandatory teaching of Relationships Education and meet the requirement of a Relationships and Sex Education (RSE) policy, introduced from Summer 2021
- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE at Emsworth Primary
- Enable parents and carers to support their children in learning about RSE
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils
- Set out how the school meets legal requirements in respect of RSE:
 - Duty to promote well-being (Children Act 2004)
 - Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
 - Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
 - Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
 - Teach statutory RSE elements in the Science National Curriculum
 - Have an up-to-date policy developed in consultation with parents, staff and governors (Education Act 1996)
 - Meet the school's safeguarding obligations
 - Make the policy available to pupils and parents (Education Act 1996)
 - Explain the right of parental withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996)
 - Take account of the DfE guidance on RSE (2019)
 - DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHE) and that "RSE is an important part of PSHE" (DfE guidance on PSHE 2013)
 - Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

Definition of RSE

We define RSE (within PSHE) as being part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively.

Relationship and Sex Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

1. **Knowledge and Understanding** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed
2. **Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line
3. **Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage and civil partnerships, respect for rights and responsibilities in relationships, understanding that exploitation and violence in relationships is unacceptable, acceptance of difference and diversity, promoting gender equality.

Why is Relationships and Sex Education in schools important?

(From guidance - Sex and Relationship Education (SRE) for the 21st century)

High quality SRE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough' report.
- RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.
- A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

What is high quality sex and relationships education?

The principles of high quality RSE at Emsworth Primary:

- is a partnership between home and school
- it ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by staff who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent (this includes the right to choose whether or not children want to be hugged, kissed or touched by others as well as legal ages of consent), rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

Relationships & Sex Education at Emsworth Primary School will be taught through a planned programme in PSHE as well as in science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects.

Our sex and relationship education will contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

Science curriculum content

We have a statutory duty to teach the RSE elements of the science National Curriculum. Through National Curriculum science we will explore the following elements:

Key Stage 1

- 1.b) that animals including humans, move, feed, grow, use their senses and reproduce
- 2.a) to recognise and compare the main external parts of the bodies of humans;
- 2.f) that humans and animals can produce offspring and these grow into adults
- 4.a) to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

- 1.a) that the life processes common to humans and other animals include nutrition, growth and reproduction
- 2.f) about the main stages of the human life cycle.

Upper Key Stage 2 will be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Understand the role of evolution and inheritance in the development of the human race as well as understanding how physical characteristics may become more or less developed through reproduction over time.

RSE curriculum content

Appendix A details the RSE curriculum content and how it is organised throughout the school.

RSE teaching principles

The RSE policy reflects, and is in line with, our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. Where needed, RSE is differentiated to meet the needs of pupils and specialist

resources may be used to respond to their individual needs. In some cases, pupils have individual support or work in small groups.

Teaching staff will not discuss details of their personal relationships with pupils. Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships. The teaching programme in Years 5 and 6 will include specific understanding of different types of relationships.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying. Developing the correct terminology will be a key part of teaching to make it clear that everybody uses common words and so avoid using prejudiced or offensive language.

Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

RSE lays the foundations for developing empathy and understanding between girls and boys, young men and young women. Pupils should be encouraged to consider the importance of equality and respect within friendships and relationships, and to develop positive, non-violent behaviour. While men and women can be both victims and perpetrators, evidence shows that girls are disproportionately likely to experience pressure, coercion or violence from boys and men. They should learn to recognise physical, sexual and emotional violence and how to get help if they need it. RSE must provide a clear message that violence and exploitation are always wrong, that everyone is responsible for their own behaviour and that no one is ever responsible for the violence or abuse they experience.

Safeguarding, child protection and confidentiality

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's safeguarding procedures. If a pupil discloses to a teacher that they are sexually active, are considering sexual activity, or has access to inappropriate sexual content, then this would be viewed as a child protection issue.

Working with families

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality.

We will take every opportunity to inform and involve parents and carers by:

- Making the policy available on the school's website
- Making available a paper copy of the policy for any parent or carer that would like one
- Discussing individual concerns and helping parents and carers support the needs of their children.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships Education, Health Education or those elements that are in the National Curriculum for science.

The right of withdrawal

In primary education from September 2020:

- Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).
- Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum.
- Where pupils are withdrawn from sex education, we will document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with the Headteacher who will talk through their concerns and discuss the benefits of school RSE. If they then decide to withdraw their child, work will be provided to do outside of the classroom. We will offer advice on the teaching and materials available if parents wish to use this with their children at home. Parents can talk to the PSHE curriculum leaders about the resources available to support this. Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

Document Modification Record		
Description	By	Date
Consultation with parents	PSHE leads	June 21
Consultation with teaching staff	PSHE leads	Aug 21
Published and approved	WGB	Sept 21
Reviewed	PSHE Lead	July 2024

Appendix A: Whole school curriculum map & vocabulary**Year 1**

Health and Wellbeing	Relationships	Living in the Wider World
- About keeping healthy means; different ways to keep healthy H1 - Simple hygiene routines that can stop germs from spreading H5 - That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H6 - About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H7 - About the people who help us stay physically healthy H10 - How to recognise and name different feelings H12 - How to recognise what others might be feeling H14 - To recognise that not everyone feels the same at the same time or feel the same about the same things H15 - About ways of sharing feelings; a range of words to describe feelings H16	- About the roles different people play in our lives R1 - To identify the people who love and care for them and what they do to help them feel cared for R2 - To identify common features of family life R4 - About how people make friends and what makes a good friendship R6 - About how to recognise when they or someone feels lonely and what to do R7 - Simple strategies to resolve arguments between friendships positively R8 - How to ask for help if a friendship is making them feel unhappy R9 - That bodies and feelings can be hurt by words and action; that people can say hurtful things online R10 - That hurtful behaviour (offline and online) including teasing, name-calling, bullying and	- About what rules are, why they are needed and why different rules are needed for different situations L1 - How people and other living things have different needs; about the responsibilities of caring for them L2 - About things they can do to help look after the environment L3 - About the different groups they belong to (L4) - About the different roles and responsibilities people have in their community L5 - To recognise the ways in which they are the same as, and different to, other people L6 - About the different groups they belong to L4

• Things that help people feel good (e.g. playing, doing things they enjoy, spending time with family) H17 • 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 H18 • To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H19 • How to manage when they find things difficult H24 • About growing and changing from young to old and how people's needs change H26 • About preparing to move to a new class/year group H27 • To recognise risk in simple everyday situations and actions to take to minimise harm H29 • 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 H32	deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R12 • To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R13 • How to respond safely to adults they don't know R15 • About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R18 • To recognise the ways in which they are the same and different to others R23 • How to play and listen to other people and play and work cooperatively R24 • How to talk about and share their opinions on things that matter to them R25	
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- About the people whose job it is to keep us safe H33 - About what to do if there is an accident and someone is hurt H35 - How to get help in an emergency (how to dial 999 and what to say) H36		
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Recommended Vocabulary

clean, wash, brush, germs, disease, hygiene, bacteria, virus, infection, spread, vomiting, diarrhoea, coughs, colds, illness, antibacterial, protect, dentist, doctor, chemist, pharmacist, poisonous, danger, medicine, cleaning, emergency, product, safe, unsafe, alcohol, cigarettes, deadly, ingredients, warning, ill, sick, community, belong, help, respect, share, listen, Internet, electronic, communicate, device, efficient, access, helpful, screen time, online, offline, sleep, mental wellbeing, activity, physical, fitness, healthy, hobbies, interests, mental wellbeing, activity, safety, risks, social media, gaming, trusted adult, safe, unsafe, danger, rules, hurt, protect, help, trusted adult, secret, surprise, private, safe, unsafe, comfortable, uncomfortable, share, private, respect, privacy, body, underwear, pants, touch, pressure, permission, consent, help, safe, help, special, people, emergency services, support, rules, 999, angry, unhappy, cross, emotions, feelings, uncomfortable, help, talk, share, confidence, disagree, speak, strategies, opinions, thoughts, feelings, voice, discussions, kind, environment, people, affect, different, help, needs, resources, earth, problems, natural, harm, help, planet, earth, world, protect, choice.

Year 2

Health and Wellbeing	Relationships	Living in the Wider World
- About foods that support good health and the risks of eating too much sugar H2 - How physical activity helps us to stay healthy and ways to be physically active everyday H3 - About why sleep is important and different ways to rest and relax H4	- That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried R5 - To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R13	- What money is; forms that money comes in; that money comes from different sources L10 - That people make different choices about how to save and spend money L11 - About the difference between needs and wants; that some people may not

• That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H6 • How to keep safe in the sun and protects skin from sun damage H8 • About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H9 • About the people who help us stay physically healthy H10 • About different feelings that humans can experience H11 • How feelings can affect people's bodies and how they behave H13 • To recognise that not everyone feels the same at the same time or feel the same about the same things H15 • About ways of sharing feelings; a range of words to describe feelings H16 • To recognise what makes them special H21 • To recognise the ways in which we are all unique H22	• About how to respond if physical contact makes them feel uncomfortable or unsafe R16 • Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R19 • What to do if they feel unsafe or worried for themselves or others; who ask for help and vocab to use when asking for help; importance of keeping trying until they are heard R20 • About how to treat themselves and others with respect; how to be polite and courteous R22 • To recognise the ways in which they are the same and different to others R23	always be able to have the things they want L12 • That money needs to be looked after; different ways of doing this L13 • That jobs help people to earn money to pay for things L15 • That everyone has different strengths L14 • Different jobs that people they know or people that work in the community do L16 • About some of the strengths and interests someone might need to do different jobs L17
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• To identify what they are good at, what they like and dislike H23 • To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H25 • About growing and changing from young to old and how people's needs change H26 • About preparing to move to a new class/year group H27 • About the rules and age restrictions that keep us safe H28 • About how to keep safe at home and fire safety H30 • That household products (including medicines) can be harmful if not used correctly H31 • About things that people can put into their body or on their skin; how these can affect how people feel H37 • About ways of sharing feelings; a range of words to describe feelings H16		
Recommended Vocabulary Helpful, unhelpful, challenging, new, difficult, achieve, thoughts, feelings, positive, negative, persevere, perseverance, quit, resilient, resilience choice, decision, like, dislike, prefer, impact, affect, consequences, feelings, respond, good, bad, positive, negative, good, bad, happy, sad, grumpy, complain, best, better, bright, feelings, emotions, attitude, thinking, thoughts, consequences, experiences		

muscles, breathing, exercise, brain, routine, sleep, rest, heart, healthy, chemicals, strength, body, mind, treat, healthy, unhealthy, occasional, sugar, brushing, dentist, diet poisonous, danger, medicine, cleaning, emergency, product, safe, unsafe, alcohol, cigarettes, deadly, ingredients, warning, ill, sick decision, , male, female, private parts, genitals, penis, testicles, vulva, vagina, Respect, consent, trusted adult, safe, advice, no, stop, rules, touch, comfortable, uncomfortable, hurt, OK, bodies, feelings, scenario, rules, choice, consequence, safe, questionnaire, happier, healthier, consent, permission, feelings, reactions, responses, efficient, electronic, device, access, helpful, Internet, screen time, online, offline, mental wellbeing, activity, physical, fitness, healthy, hobbies, interests, mental wellbeing, activity, safety, risks, gaming, trusted adult, money, employment, work, job, payment, wages, spending, saving, credit card, online banking, online transfer, electronic, contactless, coins, notes, bank account, income, payment, salary, role, community, save, piggy bank, wallet, purse, bank account, bank, record, receipt, keep track, save, choice, amounts, list, want, need, important, possessions, necessity, necessary, budget, buy, shopping, spending, offer, value, shops, items, goods, list, advertising, star qualities, strength, skill, happy, value, job, ambition, future, learn, determined, achieve, goal, training, job, gender, men, women, attributes, communication, determined, hard-working, creative, aims, success, happiness, family, partnership, qualifications, house, achievements

Year 3

Health and Wellbeing	Relationships	Living in the Wider World
- About choices that support a healthy lifestyle, and recognise what might influence these H3 - How to recognise that habits can have both positive and negative effects on a healthy lifestyle H4 - About what good physical health means; how to recognise early signs of physical illness H5 - 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 H9	- To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships R1 - That a feature of positive family life is caring relationships; about the different ways in which people care for one another R6 - To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R8	- About the different ways to pay for things and the choices people have about this L17 - To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. L18 - That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L19 - To recognise that people make

• How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H10 • How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H14 • That mental health, just like physical health, is part of daily life; the importance of taking care of mental health H15 • 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 H16 • About everyday things that affect feelings and the importance of expressing feelings H18 • A varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H19	• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R9 • About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R10 • 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 R11 • The importance of seeking support if feeling lonely or excluded R13 • That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R14 • Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect	spending decisions based on priorities, needs and wants L20 • Different ways to keep track of money L21 • About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L22 • To identify the ways that money can impact on people's feelings and emotions L24 • To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L25 • 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 L26 • 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 L29 • To identify the kind of job that they might
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• To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H21 • 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 H22 • To recognise that feelings can change over time and range in H17 • About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H23 • Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H24 • Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H20 • To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H28	of online actions on others R15 • How friendships can change over time, about making new friends and the benefits of having different types of friends R16 • 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 R18 • About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R22 • Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R25 • About seeking and giving permission (consent) in different situations R26 • 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	like to do when they are older L31 • To recognise a variety of routes into careers (e.g. college, apprenticeship, university) L32
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- About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H29 - Strategies to manage transitions between classes and key stages H36	- break a confidence or share a secret R27 - That personal behaviour can affect other people; to recognise and model respectful behaviour online R30	
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Recommended Vocabulary

disease, germ, contagious, spread, hygiene, wash, immunisation, vaccinations, infection, allergies, routine, illness, money, employment, work, job, payment, wages, spending, saving, gift, benefits, cash, coins, notes, credit, debit, contactless, bank account, bank, debt, owe, save, interest, tax, loan, bank account, gambling, borrow, repay, credit card, repayments, unmanageable, want, need, priority, budget, ethical, environment, impact, influence, advertising, advertisement, profit, financial gain, consumer, positive, negative, attitude, mental health, feelings, emotions, mind, brain, happy, happiness, chemicals, dopamine, serotonin, oxytocin, endorphins, helpful, unhelpful, mind, unpleasant, changes, difficult, sudden, exciting, small, experience, different, uncomfortable, deal, cope, manage, strategies, prepare, mindful, mindfulness, calm, peace, relax, techniques, strategies, present, aware, breathing, focus, occupy, distract, healthy, positive, control, weather, symbol, represent, control, positive, joy, happiness, sadness, anger, jealousy, worry, nervous, anxious, guilt, shame, embarrassment, grief, challenge, resilience, perseverance, success, failure, mistakes, determination, practise, goals, effort, achievements, strengths, weaknesses, brave, flexible, curious, problem, excited, cross, angry, mental health, emotional wellbeing, scared, VIPs, respect, kindness, kindly, important, care, thought, consideration, interests, friends, family, actions, friendship, interests, hobbies, loyal, self-preservation, respect, honest, anonymous, kind, complimenting, acquaintances, relatives, dares, support, unhealthy, healthy, reflect, relationship, friendship, falling out, arguments, resolution, achievements, aims, success, goal, behaviour, action, accomplish, determined, effort, resilience, behaviour, strive, target, improve, positive, learning, attitude, develop, learn, improve, strength, build, strengthen.

Year 4

Health and Wellbeing	Relationships	Living in the Wider World
- About the elements of a balanced, healthy lifestyle H2 - About choices that support a healthy lifestyle, and recognise	To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R1	The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to

what might influence these H3 • How to recognise that habits can have both positive and negative effects on a healthy lifestyle H4 • 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. H6 • 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 H7 • 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 H8 • 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 H9	• 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 R2 • 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 R3 • 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 R4 • 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 R5 • To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families,	show care and concern for others L4 • Recognise ways in which the internet and social media can be used both positively and negatively L11 • 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 L16 • To recognise their individuality and personal qualities L27 • To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L28
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• How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H10 • 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) H11 • 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 H12 • How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H14 • To recognise that feelings can change over time and range in intensity H17 • About everyday things that affect feelings and the importance of expressing feelings H18 • A varied vocabulary to use when talking about	foster parents); that families of all types can give family members love, security and stability R7 • To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R8 • 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 R18 • To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R25 • About seeking and giving permission (consent) in different situations R26 • 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 R27	
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feelings; about how to express feelings in different ways H19 • Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H20 • About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H25 • That for some people gender identity does not correspond with their biological sex H26 • To recognise their individuality and personal qualities H27 • To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H28 • About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for H33-Animals and their offspring only • About the new opportunities and responsibilities that	• 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 R31	
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increasing independence may bring H35 • How to predict, assess and manage risk in different situations H38 • About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H39 • About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H40 • 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 H41 • 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 risk H45 • 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		
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habit which can be difficult to break H46 About why people choose to use or not use drugs (including nicotine, alcohol and medicines) H48		
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Recommended Vocabulary

multicultural, society, difference, diverse, richness, religious, ethnic, identity, culture, region, county, value, respect, belief, tradition, democracy, equality, society, human rights, freedom, government, rules, law, enforce, protect, help, safe, parliament, rights, responsibilities, protect, liberty, respect, polite, stereotype, challenge, rights-respecting, similarity, tolerance, respect, national, regional, United Kingdom, diverse, diversity, discrimination, prejudice, celebrate, kindness, values, customs, discuss, debate, citizen, common rights, care, concern, puberty, female, male, emotions, feelings, crush, anger, confusion, tearful, worried, anxious, lonely, isolated, attracted, excited, parents, grandparents, offspring, siblings, brother, sister, relatives, aunt, uncle, cousin, gay, lesbian, same-sex, single-parent, fostered, adopted, orphaned, married, civil partnership, step, half, bisexual, blended family, commitment, gender, identity, biological sex, asexual, reproduction, species, egg, embryo, foetus, baby, pride, achievements, gloating, proud, positive, actions, strengths, talents, support, help, uncomfortable, comfortable, sad, happy, angry, cross, worried, nervous, excited, calm, hide, share, talk, secret, coping strategies, media, influence, opinion, thoughts, feelings, manipulated, advertisements, edited, unsafe, hazard, danger, harm, hurt, casualty, injury, emergency, first aid, 999, paramedic, ambulance, cut, graze, burn, scald, choking, shock safe, dangerous, local environment, unfamiliar place, road safety, pedestrian crossing, zebra crossing, traffic, cycling, water safety, swim, dive, depth, railway, train, danger, electricity, cables, responsibility, safe, dangerous, drugs, medication, medicine, pill, vaccine, inhaler, insulin, injection, alcohol, cigarettes, e-cigarettes, lungs, body, physical, health, wellbeing, impact, affect, independent, responsible, choices, safe, healthy, consequences, instructions, rules, advice, help, risk, danger, hazard, safe, choices, outcome, goal, ambition, achieve, future, target, effort, growth mindset, challenges, obstacles, set-backs, strengths, resilience, determination, learn, job, role, skill, attribute, strength, CV, Curriculum Vitae, information, employer, qualifications, experience, responsibilities, success, ambition, goal, achievement, challenge, stereotype, gender, skills, effort, equal, fair, opportunities, background, race

Year 5

Health and Wellbeing	Relationships	Living in the Wider World
- To recognise that feelings can change over time and range in intensity H17 - About everyday things that affect feelings and	To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships,	To recognise reasons for rules and laws; consequences of not adhering to rules and laws L1

the importance of expressing feelings H18 • A varied vocabulary to use when talking about feelings; about how to express feelings in different ways H19 • Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H20 • About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H25 • To recognise their individuality and personal qualities H27 • To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H28 • To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H30	online relationships) R1 • 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 R5 • That a feature of positive family life is caring relationships; about the different ways in which people care for one another R6 • 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 R7 • To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R8 • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R9	• To recognise there are human rights, that are there to protect everyone L2 • About the relationship between rights and responsibilities L3 • 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 L4 • 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) L5 • About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L9 • About prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced L10 • Recognise ways in which the internet and
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• About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H31 • About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H32 • About where to get more information, help and advice about growing and changing, especially about puberty H34 • About the importance of keeping personal information private; strategies for keeping safe online, what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H42	• 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 R11 • Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R15 • That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R17 • 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 R18 • About discrimination: what it means and how to challenge it R21 • About privacy and personal boundaries; what is appropriate in friendships and wider	social media can be used both positively and negatively L11 • How to assess the reliability of sources on information online, and how to make safe, reliable from search results L12 • About some of the different ways information and data is shared and used online, including for commercial purposes L13 • About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L14 • Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L15 • 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 L16 • About the different ways to pay for things and the choices people have about this L17
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	relationships (including online) R22 • Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R25 • About seeking and giving permission (consent) in different situations R26 • 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 R27 • How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R28 • Where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R29 • That personal behaviour can affect other people; to recognise and model respectful behaviour online R30	• To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L18 • That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L19 • To recognise that people make spending decisions based on priorities, needs and wants L20 • Different ways to keep track of money L21 • About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L22 • 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 L23 • To identify the ways that money can impact on people's feelings and emotions L24
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	To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R33	
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Recommended Vocabulary

money, investment, gain, interest, risk, bankrupt, inflation, value, scam, steal, gamble, profit, save, future, money, manufacturer, retailer, advertise, influence, critical consumer, cost, amount, retail, availability, price, ethical spending, environment, impact, fair trade, producer, manufacturer, labour, minimum wage, want, need, luxury, necessity, wages, income, outgoings, spending, prioritise, budget, borrow, lend, loan, consequences, interest, bankruptcy, tax, payment, income tax, council tax, contribute, society, spending, ethical spending, fair trade, plastic pollution, single-use, charity, love, relationships, family, friendship, self-love, care, commitment, committed, family life, living together, living apart, positive, caring, family structure, single parents, same-sex parents, step-parents, blended families, foster parents, security, stability, time together, support, advice, help, emotions, anger, upset, frustrated, calming, calm, unkind, kind, actions, consequences, disagree, argue, conflict, resolution, fall out, friends, agree, honesty, respect, polite, pressure, influence, peer, negative, behaviour, resist, support, help, anxious, dangerous, unhealthy, uncomfortable, wrong, secrets, shared, kept, confidential, confidence, share, support, unhealthy, healthy, relationship, risky, friendship, relatives, family, support, ending, reproduction, womb, uterus, ovaries, penis, vagina, breasts, testicles, testes, testosterone, hormones, sperm, shape, weight, voice change, periods, erections, wet dreams, masturbation, discharge, acne, body odour, emotions, vulva, nocturnal emissions, puberty, male, female, emotions, feelings, hormones, sexual, sex, mood swings, anger, uncomfortable, difficult, lonely, confused, sad, nervous, stressed, crush, body image, self-esteem, self-confidence, looks, appearance, advertising, pressure, perfect, beauty, media, advertising, ideal, appearance, stereotype, positive, negative, representative, national government, roles, responsibilities, prime minister, politicians, members of parliament, laws, protect, parliament, enforce, police, consequence, society, democracy, discrimination, prejudice, human rights, local government, stereotypes, challenge, active citizenship, waste, save, conserve, water, use, responsibly, drought, responsible, appreciate, biodiversity, environment, help, protect, encourage, important, future, world, global citizen, choices, impact, consequences, responsible, responsibility, sustainability, sustainable, manifesto

Year 6

Health and Wellbeing	Relationships	Living in the Wider World
- About the elements of a balanced, healthy lifestyle H2 - About choices that support a healthy lifestyle, and	To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships,	To recognise reasons for rules and laws; consequences of not adhering to rules and laws L1

recognise what might influence these H3 • 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 H9 • About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H13 • That mental health, just like physical health, is part of daily life; the importance of taking care of mental health H15 • 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 H16 • About everyday things that affect feelings and the importance of expressing feelings H18	online relationships) R1 • 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 R2 • 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 R3 • 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 R4 • 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 R5 • 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	• 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 L4 • 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) L5 • About the different groups that make up their community; what living in a community means L6 • To value the different contributions that people and groups make to the community L7 • About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L8 • How to assess the reliability of sources on information online, and how to make safe, reliable from search results L12 • About some of the different ways information and data is shared and used
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• A varied vocabulary to use when talking about feelings; about how to express feelings in different ways H19 • About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H23 • That for some people gender identity does not correspond with their biological sex H26 • To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H30 • About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for H33 • About the importance of keeping personal information private; strategies for keeping safe online, what to do if frightened or worried by something seen or read online and how to report	families of all types can give family members love, security and stability R7 • About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R10 • The importance of seeking support if feeling lonely or excluded R13 • That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R14 • That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R17 • About the impact of bullying, including offline and online, and the consequences of hurtful behaviour R19 • 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	online, including for commercial purposes L13 • About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L14 • Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L15 • About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L30
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concerns, inappropriate content and contact H42 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 risk H45	concerns and get support R20 - About discrimination: what it means and how to challenge it R21 - Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R25 - That personal behaviour can affect other people; to recognise and model respectful behaviour online R30 - 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 R31	
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Recommended Vocabulary

faith, ethnicity, respect, similar, different, consequence, right, equal, responsibility, diversity, diverse, difference, community, society, community spirit, impact, consequence, positive, negative, human rights, respect, protect, environment, laws, protect, parliament, enforce, police, democracy, discrimination, prejudice, human rights, local government, stereotypes, challenge, active citizenship, national government, roles, responsibilities, prime minister, politicians, members of parliament, charity, voluntary, community, needs, support, compassion, shared responsibility, care, concern, thoughts, feelings, behaviour, cognitive,

influence, impact, affect, link, reaction, positive, negative, comfortable, uncomfortable, anxiety, guilt, blame, worry, fear, anger, panic, stress, avoidance, helpful, unhelpful, comfortable, uncomfortable, feelings, behaviour, thoughts, mindful, mindfulness, present, focus, relaxed, calm, still, positive, experience, techniques, compromise, collaborate, goal, achieve, patience, understanding, opinions, decisions, outcome, success, care, valued, looked after, kindness, feelings, sensitive, health, physical, emotional, bullying, discrimination, teasing, upsetting, emotions, unkind, harassment, excluding, trolling, social media, support, responsibilities, team, scenario, classroom, function, roles, teamwork, respectful, sex, heterosexual, homosexual, gay, lesbian, bisexual, sexual orientation, society, race, age, civil partnership, commitment, sexual, sexually transmitted infection, intercourse, reproduction, penis, vagina, egg, sperm, safe sex, consent, conceive, conception, condom, contraception, contraceptive pill, rape, incest, legal, illegal, crush, fancy, physical, contact, sexual intercourse, contraception, birth, testicles, uterus, womb, zygote, embryo, foetus, umbilical cord, placenta, amniotic sac, nutrients, labour, vaginal birth, caesarean section (C-section), amniotic fluid, fertilise