



Relationships and Sex Education Policy 2024-25

Policy Review

This document will be reviewed in full by the Governing Body on an annual basis.

This document was formally approved by the Governing Body on 28th November 2024.

Date of Review: 27th November 2025

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1. Aims

Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At Alumwell Junior School, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims of Relationships, Sex and Health education (RSHE) at our school are to:

- Provide a consistent standard of relations, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

These aims complement those of the Science curriculum in KS1 and KS2.

2. Statutory requirements

As a maintained junior school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory

requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age- appropriate sex education if they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...”

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.”

Should you like to see the guidance from the government please visit:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

3. Definition

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

4. Curriculum

4.1 Statutory RSE Curriculum Content

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

Children should know:

- 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

Children should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to physically or verbally aggressive behaviour 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

Children should know:

- 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 granting in relationships with friends, peers and adults.

Online relationships

Children should know:

- 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

Children should know:

- 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 and others.
- 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.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

4.2 Statutory Science Curriculum Content

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

4.3 Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty with regards to their emotional changes, some girls may require information on menstruation. In year 5, girls will be taught about menstruation. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Year 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request of the PHSE Co-ordinator.

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

5. Delivery of RSE

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions

- We use anatomically correct language when we have learnt it

Delivery methods will be adjusted should the need for remote learning continue or extend.

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.

A questions box will be available for pupils to ask anonymous questions.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

6. Roles and responsibilities

6.1 Governing Body

The Governing Body has approved this draft policy for consultation with parents.

6.2 Headteacher

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

The headteachers also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitor this policy on a regular basis and report to governors on the effectiveness of the policy

6.3 Staff

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Monitoring progress

Class teachers are responsible for teaching RSE at Alumwell Juniors.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteachers. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

6.4 Pupils

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

6.5 Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach any non-statutory units
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- Keep a register of any pupils who are removed from lessons and distributed to all teachers involved.

7. Parents' right to withdraw

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

If the parent wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

8. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteachers as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

9. Special Educational Needs

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

10. Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

11. Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be put in writing to the headteacher. Parents can choose to follow the Alumwell complaints procedure if they feel things are not resolved.

12. Monitoring Arrangements

The delivery of RSE is monitored by Middle and Senior Leadership Team members through, for example, planning scrutinies, learning walks and lesson observations

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

13. The School Environment

The school will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- Ensure that posters and displays use positive images and celebrate difference and diversity.
- Use anonymous question boxes or similar items enabling children to have questions and concerns answered privately where needed.
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff.
- Provide provisions for pubertal girls, including sanitary ware and free sanitary towels if needed.
- Ensure that discriminatory behaviour is always challenged in any context.

14. Equal Opportunities

Alumwell Junior School is committed to equality of opportunity in all aspects of school life. In RSE this will include:

- Examining and challenging gender stereotyping,
- Celebrating difference and diversity
- Ensuring a programme of Relationships Education that is relevant to all pupils

15. Further policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding and child protection policy
- Online safety policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Appendix 1: Relationships and Sex Education Curriculum

Throughout each year, children will cover three main aspects of PSHE; health and well-being, relationships and living in the wider world. They will experience these areas through a question-based approach with many opportunities for discussion and reflection.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up our identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life effect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Year 3 Overview

Health and Wellbeing	Relationships	Living in the Wider World
<p style="text-align: center;">What keeps us safe?</p> <ul style="list-style-type: none"> • Recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves or others safe. • How to keep their bodies protected and safe, e.g. wearing a seatbelt • That their body belongs to them and should not be hurt or touched without their permission. • How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable. • What to do in an emergency, including calling for help and speaking to the emergency services. • <p>Why should we eat well and look after our teeth?</p> <p>Why should we keep active and sleep well?</p> <ul style="list-style-type: none"> • How to eat a healthy diet and the benefits of nutritionally rich foods • How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist. • How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • How people make choices about what to eat and drink, including who or what influences these. • How, when and where to ask for advice and help about healthy eating and dental care. 	<p style="text-align: center;">How can we be a good friend?</p> <ul style="list-style-type: none"> • Recognise what is special about themselves and their abilities and interests • Collaborate, share and take turns. • Develop the language of feelings and be able to express feelings in different ways • Recognise the impact of feelings on others. • Know how to use basic techniques to resist pressure • Know about bullying, why it happens and the effects • Think about how to deal with bullying and how to stop it happening it has on people • Think about being a friend, know what helps and hinders friendships • Know what we do that makes each other happy, sad and cross and consider ways of resolving differences • Be able to initiate friendships. • <p style="text-align: center;">What makes a family?</p> <ul style="list-style-type: none"> • Recognise and challenge gender stereotypes • Recognise that families are different and to challenge stereotypes about families • Respect other people's feelings, decisions, rights and bodies. 	<p style="text-align: center;">What makes a community?</p> <ul style="list-style-type: none"> • Respect the views of their peers, parents, teachers and people of different faiths and cultures • Understand that there are many social groups in society in terms of culture, religion, age, etc. • Know that people live their lives in different ways and that different cultures may have different life patterns • Know that everyone has human rights

Year 4 Overview

Health and Wellbeing	Relationships	Living in the Wider World
<p>What strengths, skills and interests do we have?</p> <ul style="list-style-type: none"> • How to recognise personal qualities and individuality • Develop self-worth by identifying positive things about themselves and their achievements • How their personal attributes, strengths, skills and interests contribute to their self-esteem • How to set goals for themselves • How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking <p>How can we manage our feelings?</p> <ul style="list-style-type: none"> • How everyday things can affect feelings • How feelings change over time and can be experienced at different levels of intensity • The importance of expressing feelings and how they can be expressed in different ways • How to respond proportionately to, and manage, feelings in different circumstances • Ways of managing feelings at times of loss, grief and change • How to access advice and support to help manage their own or others' feelings <p>How can we grow and change?</p> <ul style="list-style-type: none"> • How puberty can affect emotions and feelings • How personal hygiene routines change during puberty <p>How can we manage risk in different places?</p> <ul style="list-style-type: none"> • How to recognise, predict, assess and manage risk in different situations • How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • How people's online actions can impact on other people • How to keep safe online, including managing requests for personal information and recognising what is 	<p>How do we treat each other with respect?</p> <ul style="list-style-type: none"> • How people's behaviour affects themselves and others, including online • How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • About the relationship between rights and responsibilities • About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • The rights that children have and why it is important to protect these • That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	<p>How can our choices make a difference to others and the environment?</p> <ul style="list-style-type: none"> • How people have a shared responsibility to help protect the world around them • How everyday choices can affect the environment • How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • How to show care and concern for others (people and animals) • How to carry out personal responsibilities in a caring and compassionate way

<p>appropriate to share or not share online</p> <ul style="list-style-type: none">• How to report concerns, including about inappropriate online content and contact• That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law		
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Year 5 Overview

Health and Wellbeing	Relationships	Living in the Wider World
<p>What makes up our identity?</p> <ul style="list-style-type: none"> • How to recognise and respect similarities and differences between people and what they have in common with others • That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • How to challenge stereotypes and assumptions about others <p>How can we help in an accident or emergency?</p> <ul style="list-style-type: none"> • How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • That if someone has experienced a head injury, they should not be moved • When it is appropriate to use first aid and the importance of seeking adult help • St John Ambulance: 'First Aid Training in School' lesson plans, KS2 • The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency service 	<p>How can friends communicate safely?</p> <ul style="list-style-type: none"> • How friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • How to recognise risk in relation to friendships and keeping safe • About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • How to respond if a friendship is making them feel worried, unsafe or uncomfortable • How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<p>What decisions can people make with money?</p> <ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • How to keep track of money so people know how much they have to spend or save • How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • How to recognise what makes something 'value for money' and what this means to them • That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions <p>What jobs would we like?</p> <ul style="list-style-type: none"> • That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • That some jobs are paid more than others and some may be voluntary (unpaid) • About the skills, attributes, qualifications and training needed for different jobs • That there are different ways into jobs and careers, including college, apprenticeships and university • How people choose a career/job and what influences their decision, including skills, interests and pay • How to question and challenge stereotypes about the types of jobs people can do • How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

How can drugs common to everyday life affect health?

- how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing
- That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal
- How laws surrounding the use of drugs exist to protect them and others
- Why people choose to use or not use different drugs
- How people can prevent or reduce the risks associated with them
- That for some people, drug use can become a habit which is difficult to break
- How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use
- How to ask for help from a trusted adult if they have any worries or concerns about drugs

Year 6 Overview

Health and Wellbeing	Relationships	Living in the Wider World
<p>How can we keep healthy as we grow?</p> <ul style="list-style-type: none"> • How mental and physical health are linked • How positive friendships and being involved in activities such as clubs and community groups support wellbeing • How to make choices that support a healthy, balanced lifestyle including: healthy meals, staying physically active, dental health and oral hygiene, sun safety, online safety, sleep, influence of friends and family. • That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • How legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • That anyone can experience mental ill-health and to discuss concerns with a trusted adult • That mental health difficulties can usually be resolved or managed with the right strategies and support 	<p>What will change as we become more independent?</p> <ul style="list-style-type: none"> • 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; the way couples care for one another that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime <p>How do friendships change as we grow?</p> <ul style="list-style-type: none"> • 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 • That there are ways to prevent a baby being made • How growing up and becoming more independent comes with increased opportunities and responsibilities • How friendships may change as they grow and how to manage this • How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	<p>How can the media influence people?</p> <ul style="list-style-type: none"> • How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • That not everything should be shared online or social media and that there are rules about this, including the distribution of images • That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • How text and images can be manipulated or invented; strategies to recognise this • To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • To recognise unsafe or suspicious content online and what to do about it • How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • How to make decisions about the content they view online or in the media and know if it is appropriate for their age range • How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • To discuss and debate what influences people's decisions, taking into consideration different viewpoints