

*Thinking Schools Academy Trust*  
**“Transforming Life Chances”**

Kings Ash Academy

Relationships, Sex and Health  
Education Policy

This policy was adopted on	xxx 2024
The policy is to be reviewed on	xxx 2025

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## **‘Relationships Education’ and ‘Relationships and Sex Education’ at Thinking Schools Academy Trust Primary Schools**

Personal, Social and Health and Economic Education is one of the subjects in the National Curriculum which pupils have an entitlement to experience throughout their education. Relationships and Sex Education is a major component of the schools' comprehensive programme of Personal, Social and Health Education.

In all areas of human experience, a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made. It is vital that pupils receive effective Relationships and Sex Education so that they can ensure they are in safe and respectful relationships (friendships, families and partnerships) and before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation which may affect relationships with others both now and in the future. In Relationships and Sex Education, learning about the physical aspects of sex in Sex Education and the biological aspects in Science, is complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

In drawing up the Schools' Policy, due regard has been given to:

- Consultation with parents, staff, the trustees and others in the local community
- The issues of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of their material (including the presence or intervention of teachers as appropriate)
- Encouraging pupils to have regard to moral considerations and to appreciate the value of a stable family life, self-restraint, dignity, respect and to behave responsibly in sexual matters.

### **Our Aims**

The following aims reflect those of the school and show how Relationships and Sex Education is delivered within the context of a moral framework.

1. To provide a broad and balanced Relationships and Sex Education Programme which:
  - Offers full entitlement and access for all pupils, including pupils with Special Educational Needs and disabilities
  - Operates in an atmosphere of mutual trust and respect so as to encourage pupils to put forward and explore their ideas
2. By exploring moral and sexual issues and values to:

- encourage the pupils to develop positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills with respect to sexuality and personal relationships, for example:
  - An understanding that both sexes have responsibilities in sexual matters
  - The skills to identify, resist and report any unwanted sexual experience
  - To foster self-esteem, self-awareness and a sense of moral responsibility.
  
- 3. To give pupils knowledge and understanding of the following in order for them to make informed choices in later life:
  - the physical and emotional aspects of an individual's development as a male or female, responsible attitudes and appropriate behaviour.
  - family life - the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others.
  - friendships - understanding how important these are, how to ensure they remain balanced and respectful and knowing how to be caring

### **Defining Relationships Education**

The aim and purpose of relationships education is to ensure all pupils have the best possible opportunities for understanding and developing healthy and respectful relationships with family and friends in all contexts (including online). Through Relationships Education, pupils will explore a variety of different friendships and families whilst also considering how these vary and what can be considered as safe. The strands included in Relationships Education are: families and people who care for me; caring friendships; respectful relationships; online relationships; and being safe. An overview of our Relationships Curriculum is outlined later in this policy.

### **Defining Physical Health and Mental Wellbeing Education**

To further enhance Relationships Education and our Personal, Social, Health and Economic Education, there is statutory guidance on the importance of teaching the characteristics of good physical health and mental wellbeing: this should be seen as important in daily life and as important as physical health. The strands included in Physical Health and Mental Wellbeing are: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; changing adolescent body. Through this we will emphasise the importance of the two-way relationship between good physical health and good mental wellbeing. This is further enhanced by our Physical Education Curriculum, Science Curriculum and PSHE Curriculum. This policy aims to identify our approach to teaching the relationships and sex education elements of the DfE guidance, our teaching of physical health and mental wellbeing is at the heart of our Big Ideas curriculum approach and further enhanced through our curriculum teaching.



## Defining Relationships and Sex Education

Whilst it is not a statutory requirement for primary schools to teach Sex Education, following a consultation with parents and carers and staff, whilst also considering the local needs of the community and local context, we continue to have a Relationships and Sex Education curriculum. This is in addition to our statutory Relationships Education and our statutory Science Curriculum.

## Informing and Involving Parents and Carers

The views and participation of parents and carers is vital for the most effective Relationships and Sex Education. Before introducing a new RSHE curriculum, the views and thoughts of what should and should not be included in the RSHE curriculum were sought. **The school informs parents and carers of what will be included in RSE lessons via slides sent on Seesaw ([Breakdown in slides for parents](#)) and through an annual meeting where all parents are invited to come into school to discuss any aspects that may concern them.** Parents are fully informed and encouraged to enhance that part of the Relationships and Sex Education Programme provided by the School by having discussions at home.

## Statutory Curriculum for Relationships Education

Whilst parents and carers do have the option to withdraw their children from the relationships and sex education curriculum, they do not have the right to withdraw their children from relationships education. The Relationships Education Curriculum (as explained in this policy) is a statutory requirement for all primary aged pupils. Both the Relationships Education Curriculum and the Relationships and Sex Education Curriculum have been through a consultation process with parents and carers to ensure this best reflects the views of the parents and carers, whilst also considering the local context and guidance from the Department for Education.

## Non-Statutory Curriculum Relationships and Sex Education Programme (Withdrawing Pupils)

Parents will always be provided with a full copy of this policy following a request to do so; the policy is also available on the school website. The biological content of the Relationships and Sex Education Programme is deemed to be that described in the National Curriculum.

A full audit of Personal, Social, Health and Economic Education has shown that issues such as overpopulation, birth control and other sexual matters are met in a minor way in subjects such as Geography and RE. However, as any discussion is limited and set within the context of the other subject concerned, it does not constitute part of the Relationships and Sex Education Programme.

Parents and carers do not have to give reason for withdrawal, but we respectfully invite them to do so - sometimes we can then resolve misunderstandings. Once a parent or carers request to withdraw is made, that request must be complied with until revoked by the parent.

### What we do if a request for withdrawal is made by a parent

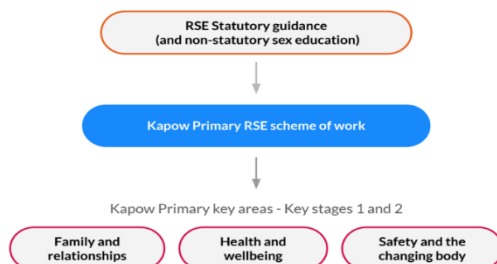
- We discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them.
- We consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermine the integrity of the Relationships and Sex Education Programme and the entitlement of the other pupils, eg it may be appropriate and desirable to have single sex classes for some sections of the Relationships and Sex Education Programme.
- We attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education.
- We point out that pupils who have been withdrawn are vulnerable to teasing - we therefore attempt to cause minimal embarrassment to the pupil and minimal disruption to the programme.
- We also point out that pupils may receive inaccurate information from their peers.
- We offer parents access to appropriate information and resources.

NB If the pupil does not agree with the parents desire to withdraw their child from the Sex Education Programme the pupil can challenge the parents under Section 8 of the Children Act - the child has to apply to the court for a 'specific issues order'.

### Curriculum Content

Our Kapow scheme of work fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE ('All schools should make provision for personal, social, health and economic education ) and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education.)

The Kapow Primary scheme for PSHE/RSE is a whole school approach that consists of five areas of learning across Key Stage 1 & 2. The units containing our statutory lessons are contained within the units 'Families and Relationships', 'Health and Wellbeing' and ' Safety and the changing body'.



## Science Curriculum

There are biological aspects on human growth and reproduction taught in Science lessons, based on the National Curriculum, some of these aspects will also be taught through the Relationships and Sex Education curriculum. In Science, a biological teaching approach will always be taken. Information on the Science topics is included below:

### Year 1

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

### Year 2

- notice that animals, including humans, have offspring which grow into adults.
- Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals.

### Year 3

- 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 .
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

### Year 4

- describe the simple functions of the basic parts of the digestive system in humans.

### Year 5

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

### Year 6

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- Taken from:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425618/PRIMARY\\_national\\_curriculum\\_-\\_Science.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf)

## Relationships and Sex Education Curriculum Content

The Kapow curriculum gives children the opportunity to revisit topics at different ages as their knowledge, understanding and maturity develops. Careful consideration has been given to how and when to introduce these topics and all of them are covered in an age appropriate manner.

The table below shows where these topics are covered within lessons.

F&R = Families and relationships

S&CB = Safety and the changing body

Same Sex Relationships					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
F&R Lesson 1: What is family? Families from pupils' own experiences. Same sex not specifically included if it is not raised by the children	F&R Lesson 2: Families offer stability and love. Introduction to different types of families. Same sex not specifically included but may arise as part of the discussion.	F&R Lesson 1: Healthy families. Different types of family setups are introduced, including same sex parents.	F&R Lesson 6: Families in the wider world. Different types of family setups around the world. Same sex not specifically included but could be part of the discussion.	F&R Lesson 3: Marriage. Includes same sex Marriage.  F&R Lesson 5: Family Life. Different family set ups (including same sex parents) and dealing with problems.  S&CB Lesson 5: Emotional changes in Puberty. Attraction- including to somebody of the same sex.	S&CB Lesson 6: Pregnancy and birth. Touches on same sex couples having children



Alcohol and tobacco					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S&CB Lesson 6: Safety with substances What is and isn't safe to go in or on the body - including medicines	S&CB Lesson 8: Staying safe with medicines	S&CB Lesson 6: Making Independent Choices  S&CB Lesson 7: Influences. Making choices and recognising influences	S&CB Lesson 8: Tobacco The risks of smoking.	S&CB Lesson 7: Making decisions - The influence others can have.	S&CB Lesson 1: Alcohol The risks of alcohol

Menstruation					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				S&CB ] Lesson 4:  Menstruation  The menstrual cycle and dealing with periods	S&CB Lesson 5: Conception Includes revision of menstruation from Y5

Puberty					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			S&CB Lesson 6 -	S&CB Lesson 3:	S&CB Lesson 4:

			<p>Growing up Changes from birth to adulthood</p> <p>S&amp;CB Lesson 7: Introducing puberty Physical changes during puberty</p>	<p>Puberty Physical changes S&amp;CB</p> <p>Lesson 5: Emotional changes in puberty.</p>	<p>Physical and emotional changes in puberty. Changes That happen during puberty.</p>
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Conception and Pregnancy					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>S&amp;CB Lesson 5: Conception * Intercourse</p> <p>S&amp;CB Lesson 6: Pregnancy and birth* How a baby develops</p>

Body Parts (vocabulary introduced)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S&CB Lesson 5: Appropriate	S&CB Lesson 4: Appropriate		S&CB Lesson 7: Introducing	S&CB Lesson 3: Puberty	S&CB Lesson 4: Physical

contact Introducing acceptable And unacceptable touch.	contact: My body, private parts, Vulva, vagina penis, testicles		puberty Including:breasts, genitals, penis,	Including: vagina,vulva, clitoris, penis, scrotum, testicle	and emotional changes in puberty Internal and external reproductive parts
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Digital Safety					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>S&amp;CB Lesson 3: Be kind online Responsible digital Citizenship</p> <p>S&amp;CB Lesson 4: Cyberbullying. Recognising unkind behaviour online. S&amp;CB Lesson 5: Fake emails Recognising when an email might be fake</p>	<p>S&amp;CB Lesson 1: Internet safety Age restrictions related to social media and gaming S&amp;CB Lesson 2: Share aware Benefits and risks of sharing information online</p> <p>S&amp;CB Lesson 5: Consuming information online. How information is ranked, selected and targeted</p>	<p>S&amp;CB Lesson 1: Online friendships Issues related to online relationships</p> <p>S&amp;CB Lesson 2: Staying safe online How to stay safe online</p>	<p>S&amp;CB Lesson 3: Social media Online relationships</p>

## Ground Rules during Relationships and Sex Education

At the start of each Relationships and Sex Education session, ground rules will be set. These will be appropriate to the age group of the children, are understood by everyone, are agreed by everyone and will be referred to throughout the session.

### Explicit Questions

It is unlikely to be appropriate to deal with a pupil's explicit questions by dealing with it in front of the whole class. In practice this means that teachers have to say, "I am sorry but the School Policy and legislation does not allow me to answer that question". The teacher may deem it appropriate to discuss the child's concerns with the parents - a decision may then be taken on how best to deal with it. Answers to the 'questions in a box' approach must only be given after very careful screening of the questions.

### How RSHE is Taught and Who Teaches This

RSHE is taught as part of our PSHE Curriculum which is a progressive curriculum covering both the statutory and non-statutory guidance relating to: British Values, personal development, social development, health development, emotional development, anti-bullying, e-safety, drugs education, financial education, physical development, diet and lifestyle, citizenship and SEAL.

### Teachers Can

Provide pupils with education and information about where and from whom they can receive confidential advice and treatment, eg the school nurse or their GP. This is not the provision of Relationships and Sex Education, but merely the imparting of factual information as to where advice, counselling (and treatment) can lawfully be obtained.

### Teachers Cannot

Give personal advice or counselling on sexual matters to a pupil (either individually or within a group) if a parent has withdrawn that pupil from Relationships and Sex Education. Nor can they give personal contraceptive advice to pupils without parental consent.

### Offering Advice

The function of Relationships and Sex education is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception - however sources of professional information and advice will be identified when appropriate. If the offering of outside expert advice is not taken up, then a teacher may only give such advice after receiving written permission from the Headteacher and the parents or carers - clearly this would not be done if the pupil did not wish it. Advice does not legally require consent but the following

procedure protects the teacher and the pupil, it also acknowledges that teachers may not be qualified to give the required advice.

### Menstruation

The onset of menstruation can be a sensitive time for girls. Should a girl request sanitary protection in school, school will provide sanitary towel(s) when required. Research has shown that one third of girls are not told about periods by their parents and ten percent have no preparation before their first period. Therefore, if a member of staff is asked by a pupil for sanitary protection, it will be provided. A member of staff from school will then contact the child's parents or carers to inform them that sanitary protection has been provided. There is also a discrete sanitary bin available in the toilets in years four, five and six.

### Confidentiality

Having considered all available advice and guidance, the Board and Headteachers state that in circumstances where a pupil is considered at some risk of any type of abuse (eg moral or physical) or in breach of the law, the teacher must refer this immediately in writing to the DSL in compliance with the LA procedures for Child Protection. The DSL will decide whether to inform parents and/or appropriate authorities and may arrange for counselling. Although there is no legal duty on a teacher, or a DSL, to inform parents of matters which a child has confided to them -

- Teachers must not promise confidentiality even though they cannot be made to break it once given.
- Pupils must be made aware that any incident may be conveyed to the DSL and possibly to parents.
- Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.

### Diversity

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Condensed progression of knowledge and skills  
Homophobia, biphobia and transphobia, like any discrimination will be challenged through our whole-school approach. We will ensure that all children feel safe. Teachers do not promote anyone life-style as the only acceptable one for society and therefore it is inevitable and natural that a variety of contexts will be discussed during a programme of Relationships and Sex Education.

There is a great need for sensitivity in the approach to RSHE. Considerations will be made for:

- religious and cultural diversity
- differing needs of boys and girls
- diverse sexuality of children and young people
- homophobic/transphobic bullying and behaviour

- children's age and physical and emotional maturity
- pupils who are new to English

Our teaching and learning we will ensure topics covered will be age appropriate and with reference to the law. We will ensure all topics are covered sensitively.

### **Equality Act, Equal Opportunities, Special Educational Needs & Disabilities**

The nature of work undertaken must be appropriate to the age and maturity of the pupils. As pupils mature and develop at different rates the Relationships and Sex Education Programme is a 'spiral system' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of pupil maturity. Children with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. Some parents find it difficult to come to terms with the idea that their child (special needs or not) will someday become sexually active.

In addition to this, under the Equality Act 2010, we ensure we do not discriminate against any pupils due to their age sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (known as the protected characteristics). We ensure all of our pupils can access both our Relationships Education Curriculum and our Relationships and Sex Education Curriculum and may make adjustments as needed so this can be accessible: this will only be with advice from professionals and/or parents/carers as appropriate.

### **Staff Training and Development**

All teachers involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and a preparedness to refer to more expert advice if necessary. Areas that have been specifically addressed by In Service Training are :

- Understanding the School's Relationships and Sex Education policy
- Understanding the timing of the different elements of the Relationships and Sex Education Programme
- Developing skills related to managing group work and discussion

### **Monitoring, evaluating and reviewing the Relationships and Sex Education Programme**

We are committed to monitoring and evaluating the effectiveness of this programme.



Specifically important to the Relationships and Sex Education Programme are:

- Pupil feedback
- Staff review and feedback, particularly at staff meetings
- Parental and carers feedback

### **Policy Creation, Updating and Reviewing**

This policy was created by the RSHE lead following consultation with the local school community: both staff and the parents and carers. The policy has then been reviewed by the Board. The policy will be regularly updated and reviewed as required in line with changes to the school context, local needs and/or DfE guidance.

APPENDIX 1





# Introduction

This document is to be used by those schools who are following our [Condensed long-term plan](#).

It gives an overview of the skills and knowledge covered in each year group and strand across the units of lessons. Please note that, although our EYFS: Reception lessons are categorised under Self-regulation, Building relationships and Managing self units to match the EYFS:Framework, we have included organised skills and knowledge statements under the key areas we use throughout the rest of our scheme to more easily show progression between year groups.

Please note that the Condensed long-term plan does not cover all the skills and knowledge covered in our full scheme of work.

It does ensure that children are given opportunities to work towards all of the end of primary school targets set out in the RSE statutory guidance although we recommend that schools carefully assess pupils to decide whether any areas need covering in more depth (perhaps using our standard curriculum).

This document was last updated on 04.04.24. Please see [here](#) for the most up-to-date version.

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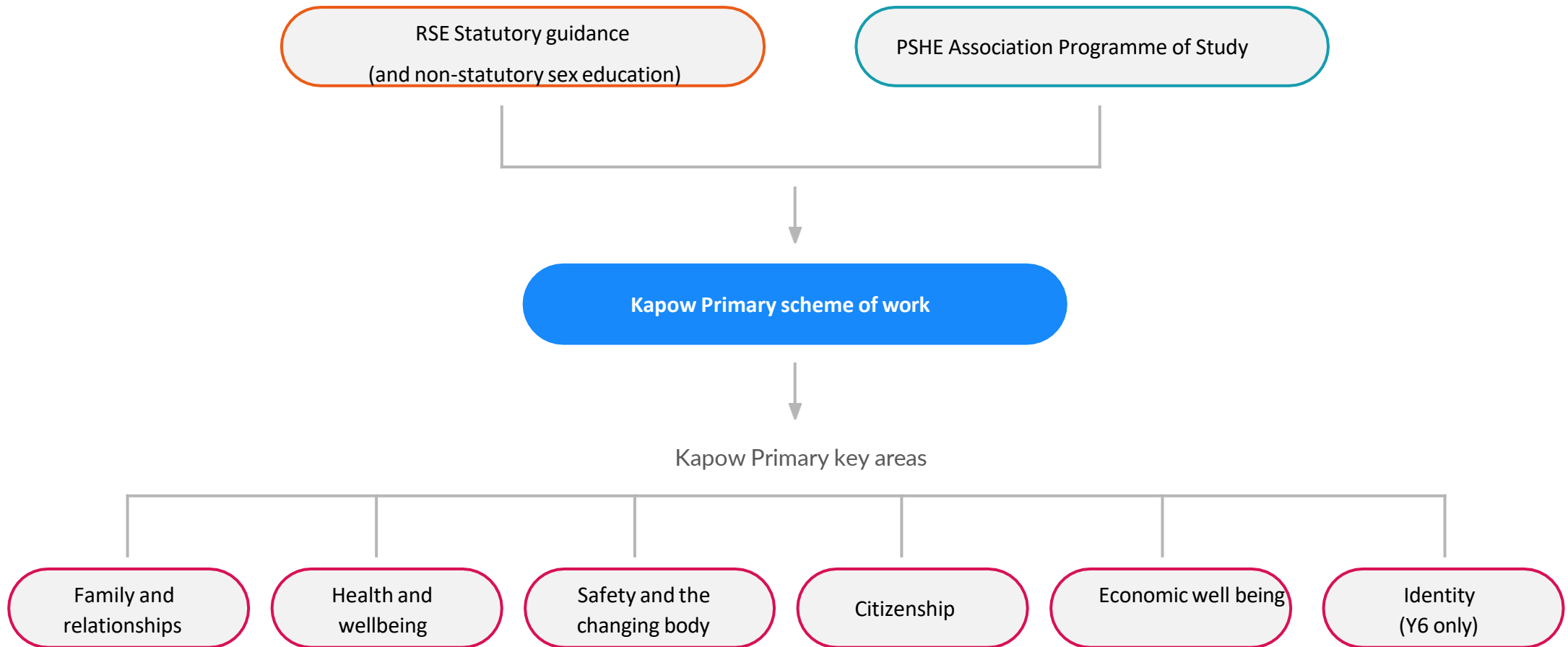
protected.

**Related resources:**

If you have enough time, we recommend that you teach our standard [RSE & PSHE Long-term plan](#) and use the corresponding standard [Progression of skills and knowledge](#).

If you are following our mixed-age curriculum for RSE & PSHE, please see the [Progression of skills and knowledge - mixed-age](#).

## How is Kapow Primary's RSE & PSHE scheme of work organised?



Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Family</b>	Talking about people that hold a special place in my life.	N/A	Exploring how families are different to each other.	<p>To understand that families look after us.</p> <p>To know some words to describe how people are related (eg. aunty, cousin).</p> <p>To know that some information about me and my family is personal.</p>	Understanding ways to show respect for different families.	<p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p>
<b>Friendships</b>	<p>Developing strategies to help when sharing with others.</p> <p>Exploring what makes a good friend.</p>	To know that we share toys so that everyone feels involved and no one feels left out or upset.	<p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p>	<p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p>	Understanding difficulties in friendships and discussing action that can be taken.	<p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p>
<b>Respectful relationships</b>	<p>Thinking about what it means to be a valued person.</p> <p>Exploring the differences between us that make each person unique.</p> <p>Considering the perspectives and feelings of others.</p>	<p>To understand that different people like different things.</p> <p>To understand that all people are valuable.</p>	N/A	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Exploring the conventions of manners in different situations.	<p>To understand what good manners are.</p> <p>To understand some stereotypes related to jobs.</p>

	Learning to work as a member of a team.					
<b>Change and loss</b>	N/A	N/A	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
<b>Family</b>	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	N/A	N/A
<b>Friendships</b>	<p>Exploring ways to resolve friendship problems.</p> <p>Developing an understanding of the impact of bullying and what to do if bullying occurs.</p>	<p>To know that bullying can be physical or verbal.</p> <p>To know that bullying is repeated, not a one off event.</p> <p>To know that violence is never the right way to solve a friendship problem</p>	Exploring physical and emotional boundaries in friendships.	<p>To understand the different roles related to bullying including victim, bully and bystander.</p> <p>To understand that everyone has the right to decide what happens to their body.</p>

<p><b>Respectful relationships</b></p>	<p>Identifying who I can trust.</p> <p>Exploring the negative impact of stereotyping.</p>	<p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To understand that there are similarities and differences between people.</p>	<p>N/A</p>	<p>To understand the courtesy and manners which are expected in different scenarios.</p> <p>To understand some stereotypes related to disability.</p>
<p><b>Change and loss</b></p>	<p>N/A</p>	<p>N/A</p>	<p>Discussing how to help someone who has experienced a bereavement.</p>	<p>To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</p>

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
<b>Family</b>	Identifying ways families might make children feel unhappy or unsafe.	<p>To know that marriage is a legal commitment and is a choice people can make.</p> <p>To know that if I have a problem, I can call ChildLine on 0800 1111.</p>	N/A	N/A
<b>Friendships</b>	<p>Exploring the impact that bullying might have.</p> <p>Exploring issues which might be encountered in friendships and how these might impact the friendship.</p>	<p>To understand what might lead to someone bullying others.</p> <p>To know what action a bystander can take when they see bullying.</p>	Identifying ways to resolve conflict through negotiation and compromise.	<p>To know that a conflict is a disagreement or argument and can occur in friendships.</p> <p>To understand the concepts of negotiation and compromise.</p>
<b>Respectful relationships</b>	Exploring and questioning the assumptions we make about people based on how they look.	<p>To know that stereotypes can be unfair, negative and destructive.</p> <p>To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</p>	<p>Discussing how and why respect is an important part of relationships.</p> <p>Identifying ways to challenge stereotypes.</p>	<p>To understand what respect is.</p> <p>To understand that everyone deserves respect but respect can be lost.</p> <p>To understand that stereotypes can lead to bullying and discrimination.</p>



<p><b>Change and loss</b></p>	<p>N/A</p>	<p>N/A</p>	<p>Exploring the process of grief and understanding that it is different for different people.</p>	<p>To understand that loss and change can cause a range of emotions.</p> <p>To know that grief is the process people go through when someone close to them dies.</p>
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Sub-strand	EYFS		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily,	Learning how to wash hands properly.  Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene.  To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.  To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for my teeth.
<b>Physical health and wellbeing</b>	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important.	Exploring positive sleep habits.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of a healthy balanced diet.  Suggesting how to improve an unbalanced meal.	To understand the balance of foods we need to keep healthy.

<p><b>Mental wellbeing</b></p>	<p>Identifying how characters within a story may be feeling.</p> <p>Identifying and expressing my own feelings.</p> <p>Exploring coping strategies to help regulate emotions.</p> <p>Exploring different facial expressions and identifying the different feelings they can represent.</p> <p>Exploring ways to moderate behaviour, socially and emotionally.</p> <p>Coping with challenge when problem solving.</p>	<p>To name some different feelings and emotions.</p> <p>To know that I am a valuable individual.</p> <p>To know that facial expressions can give us clues as to how a person is feeling.</p> <p>To know that I can learn from my mistakes.</p> <p>To know some strategies to calm down.</p>	<p>Identifying different ways to manage feelings.</p>	<p>To know that strengths are things we are good at.</p> <p>To know that qualities describe what we are like.</p> <p>To know the words to describe some positive and negative emotions.</p>	<p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Exploring the need for perseverance and developing a growth mindset.</p>	<p>To know that we can feel more than one emotion at a time.</p> <p>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>
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Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	Understanding why it is important to look after my teeth.	To understand ways to prevent tooth decay.	Developing independence in looking after my teeth.	To know key facts about dental health.
<b>Physical health and wellbeing</b>	Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	To know the different food groups and how much of each of them we should have to have a balanced diet.	N/A	N/A

<p><b>Mental wellbeing</b></p>	<p>Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>To understand the importance of belonging.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p>	<p>Explore ways we can make ourselves feel happy or happier.</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Developing a growth mindset.</p>	<p>To know that it is normal to experience a range of emotions.</p> <p>To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>To understand that mistakes can help us to learn.</p> <p>To know who can help if we are worried about our own or other people's mental health.</p>
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Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Discussing ways to prevent illness.  Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease.  To know that changes in the body could be possible signs of illness.
<b>Physical health and wellbeing</b>	Considering calories and food groups to plan healthy meals.  Developing greater responsibility for ensuring good quality sleep.	To know that calories are the unit that we use to measure the amount of energy certain foods give us.  To know that what we do before bed can affect our sleep quality.	Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).

<p><b>Mental wellbeing</b></p>	<p>Taking responsibility for my own feelings.</p>	<p>N/A</p>	<p>Developing strategies for being resilient in challenging situations.</p>	<p>To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).</p> <p>To know the effects technology can have on mental health.</p>
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Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p>	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p>		<p>To know that some types of physical contact are never appropriate.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p>
<b>Drugs, alcohol and tobacco</b>	N/A	N/A	<p>Learning what is and is not safe to put in or on our bodies.</p>	<p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p>	<p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p>
<b>The changing adolescent body</b>	N/A	N/A	N/A	N/A	N/A	<p>To know the names of parts of my body including private parts.</p>



<b>Basic first aid</b>	N/A	N/A	Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.  To know that the emergency services are the police, fire service and the ambulance service.	N/A	N/A
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Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p>	<p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the rules for being safe near roads.</p>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p>
<b>Drugs, alcohol and tobacco</b>	<p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p>	<p>To understand that other people can influence our choices.</p>	<p>Discussing the benefits of being a non-smoker.</p>	<p>To understand the risks associated with smoking tobacco.</p>

<p><b>The changing adolescent body</b></p>	<p>N/A</p>	<p>N/A</p>	<p>Discussing some physical and emotional changes during puberty.</p>	<p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p>
<p><b>Basic first aid</b></p>	<p>Learning what to do in a medical emergency, including calling the emergency services.</p>	<p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>	<p>N/A</p>	<p>N/A</p>

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	Developing an understanding of how to ensure relationships online are safe.	<p>To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>To know some of the possible risks online.</p>	Exploring online relationships including dealing with problems.	<p>To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>To know where to get help with online problems.</p>
<b>Drugs, alcohol and tobacco</b>	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.

<p><b>The changing adolescent body</b></p>	<p>Identifying reliable sources of help with puberty.</p>	<p>To understand the process of the menstrual cycle.</p> <p>To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>To know that puberty happens at different ages for different people.</p>	<p>Discussing problems which might be encountered during puberty and using knowledge to help.</p>	<p>To understand how a baby is conceived and develops.</p>
<p><b>Basic first aid</b></p>	<p>Learning about how to help someone who is bleeding.</p>	<p>To know how to assess a casualty's condition.</p>	<p>Placing an unresponsive patient into the recovery position.</p>	<p>To know how to conduct a primary survey (using DRSABC).</p>

EYFS (Reception)		Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	<p>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>To understand that we all have similarities and differences and that make us special.</p> <p>To know that we all have different beliefs and celebrate special times in different ways.</p>	<p>Recognising why rules are necessary.</p> <p>Exploring the differences between people.</p>	<p>To know the rules in school.</p> <p>To understand that people are all different.</p>	<p>Explaining why rules are in place.</p> <p>Learning how to discuss issues of concern to me.</p>	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To understand that everyone has similarities and differences.</p>

Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p>	<p>To understand the UN Convention on the Rights of the Child.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand the role of charities in the community.</p>	<p>Discussing how we can help to protect human rights.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that there are a number of groups which make up the local community.</p>
Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge
<p>Developing an understanding of how parliament and Government work.</p>	<p>To know what happens when someone breaks the law.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p>	<p>Discussing how education and other human rights protect us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p>To know that education is an important human right.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p>

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Exploring how money is used by people.</p> <p>Exploring choices people make about money.</p>	<p>To know that people use money to buy things, including things they need and things they want.</p> <p>To know that coins and notes are types of money and have different values.</p> <p>To know that notes are higher in value than coins.</p>	<p>Identifying whether something is a want or need.</p> <p>Comparing and contrasting 'wants' and 'needs'.</p>	<p>To know some basic needs for survival, such as food, water and shelter.</p> <p>To know that saving money is when we keep some money and don't spend it straight away.</p>	<p>Contemplating budgeting benefits.</p> <p>Planning and calculating within a budget.</p> <p>Reflecting on future job based on goals.</p>	<p>To know that spending should be based on necessity, importance, and available budget.</p> <p>To know that budgeting is planning how to spend and save the money that you have available.</p> <p>To know that different jobs contribute to our society in different ways.</p>
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Recognising value for money.</p> <p>Understanding differing opinions on spending.</p> <p>Exploring how to safeguard money effectively.</p>	<p>To know that getting value for money involves considering the cost, usefulness and quality of items.</p> <p>To know that purchases can be influenced by needs, wants, peer pressure, and advertising.</p>	<p>Discussing money risks and management.</p> <p>Implementing money safeguarding strategies.</p>	<p>To know that they should be cautious about sharing financial information.</p>	<p>Evaluating the suitability of different career paths.</p> <p>Aligning career options with personal interests and strengths.</p>	<p>To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way.</p>



**Year 6 only**

<b>Skills</b>	<b>Knowledge</b>
Exploring how the media might influence our identity.	To know that identity is the way we see ourselves and also how other people see us.

\*Please note that there is no EYFS: Reception content which would come under these strands.



This page shows recent updates that have been made to this document.

Date	Update
09.02.23	Added EYFS: Reception statements
17.01.24	Updated the Economic wellbeing key area statements to reflect newly refreshed units on the website (p. 15).
04.04.24	Updated colouring to match other subjects (Knowledge-grey, skills-white).