We are an ambitious and inclusive Trust of schools strengthening communities through excellent education.



Relationships and Sex Education (RSE) Policy Primary

Responsibility for approval: Senior Exec Date of approval: July 2023



Contents Page

1.0	Policy Statement	3
2.0	Aims	3
3.0	Definition of terms	3
4.0	Policy Development	3
5.0	What is Relationship and Sex Education	3
6.0	Legal Framework	4
7.0	Principles and Values	4
8.0	Relationships and Sex Education	5
9.0	Organisation and Content of Relationships and Sex Education (appendix – curriculum map)	5
10.0	Inclusion	6
11.0	Roles and Responsibilities	6
12.0	Parents' right to withdraw	7
13.0	Confidentiality, Controversial and Sensitive Issues	8
14.0	Training	8
15.0	Monitoring Arrangements	8
16.0	Policy Circulation	9
17.0	Adoption of the policy	9
18.0	Appendix 1 – Curriculum map	10
18.0	Appendix 2	26



1.0 Policy Statement

1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools

Click or tap here to enter text.

2.0 Aims

- 2.1 The aims of relationships and sex education (RSE) at our school are to:
 - 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
 - Help pupils develop feelings of self-respect, confidence and empathy
 - Create a positive culture around issues of sexuality and relationships
 - Teach pupils the correct vocabulary to describe themselves and their bodies
 - Embed our Campus values of forgiveness, honesty, perseverance, respect and team work.

3.0 Definition of terms

- 3.1 For the purpose of this document:
 - Members, Trustees/Directors and Governors are referred to as Trustees;
 - The Ted Wragg Multi Academy Trust is referred to as The Trust and refers to all schools or academies within the Trust;
 - School or Academy refers to any one of the schools or academies within the Ted Wragg Multi Academy Trust;
 - Staff refers to all staff working at any one of the schools within the Ted Wragg Multi Academy Trust;
 - Students refers to all students being educated or on site at any one of the schools within the Ted Wragg Multi Academy Trust.

4.0 Policy Development

- 4.1 This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:
 - Review a member of staff or working group pulled together all relevant information including relevant national and local guidance
 - Staff consultation all school staff were given the opportunity to look at the policy and make recommendations
 - Parent/stakeholder consultation parents and any interested parties were invited to attend a meeting about the policy
 - Pupil consultation we investigated what exactly pupils want from their RSE
 - Ratification once amendments were made, the policy was shared with governors and ratifiedClick or tap here to enter text.

5.0 What is Relationship and Sex Education

5.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.



- 5.2 RSE involves a combination of sharing information, and exploring issues and values.
- 5.3 RSE is not about the promotion of sexual activity.

6.0 Legal Framework

- As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.
- We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.
- In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- The primary schools within the Ted Wragg Trust teach RSE as set out in this policy.
- Schools must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

The statutory guidance applies to

- Relationships Education (for Primary education)
- Relationships and Sex Education (for Secondary Education)

The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

7.0 Principles and Values

The Trust believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- Be an entitlement for all young people;
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness;
- Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up;
- We aim to work in partnership with parents and students, consulting them about the content of programmes;
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.



8.0 Relationships and Sex Education

8.1 Relationships and Sex education (across primary and secondary education) covers three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- o learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- o developing self-respect and empathy for others;
- o learning to make choices with an absence of prejudice;
- o developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- o learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

9.0 Organisation and Content of Relationships and Sex Education (appendix – curriculum map)

- Primary schools within the Trust specifically deliver Relationships and Sex Education through the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- Primary sex education will focus on:
 - o Preparing boys and girls for the changes that adolescence brings
 - How a baby is conceived and born
- Primary Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
 - Families and people who care for me
 - o Caring friendships
 - Respectful relationships
 - o Online relationships
 - Being safe

Sex and Relationship Policy Primary – July 2023



- 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).
- RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional
 aspects of development and relationships, although the physical aspects of puberty and reproduction
 are also included in Science. The Science National Curriculum is delivered by staff in the science
 department. These lessons are more concerned with the physical aspects of development and
 reproduction, although the importance of relationships is not forgotten.
- Pupils also receive stand-alone sex education sessions delivered by a trained health professional.
- Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

10.0 Inclusion

Ethnic and Cultural Groups - We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs - We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

11.0 Roles and Responsibilities

11.1 Trustees

The trustees will approve the RSE policy, and hold the headteacher to account for its implementation.

11.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 11).

Sex and Relationship Policy Primary – July 2023



11.3 Staff

Staff are responsible for:

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

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

11.4 Pupils

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

12.0 Parents' right to withdraw

12.1 Parents/Carers do not have the right to withdraw their children from relationships education.

Parents/Carers have the right to withdraw their children from the [non-statutory] components of sex education within RSE. The following lessons are non-statutory components of our RSE programme and we therefore inform parents of their right to request their child to be withdrawn from the following SCARF 'Growing and Changing' lessons:

Year 6

Lesson 5 – Is this Normal (Female Genital Mutilation / FGM)

Notes: Although FGM is not part of statutory components of RSE, the Keeping Children Safe in Education statutory guidance does emphasise the importance of safeguarding children from FGM. The majority of cases of FGM happen to girls of primary school age and therefore education and awareness surrounding FGM is an importance aspect of our RSE curriculum. Conversations about our bodies and emphasising with all children that they are the best person to decide what happens to their own body provides a natural opportunity to talk briefly about FGM and help raise awareness. In turn, this helps to safeguard those children both in school and any female members of their family.

Lesson 7 – Making Babies

Notes: This lesson aims to help children understand how babies are conceived; this is important to understand before pupils transition to secondary school, to support their ongoing emotional and physical development effectively, as stated by the DfE.

Lesson 8 – What is HIV?

Notes: HIV is included in the SCARF programme as it enables our school to meet the statutory requirements under Health Education (in the Health and Prevention category) for all children by the end of Y6 to know:



 About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.

The purpose of this particular SCARF lesson is to raise awareness and reduce stigma and misconceptions surrounding HIV and the impact of this stigma on mental health. This is in line with advice on designing an age-appropriate curriculum from the Sex Education Forum.

Notification will always be sent to Parents/Carers in advance of the RSE lessons. If, as a Parent/Carer, you feel it necessary to withdraw your child please arrange to come to school and discuss your concerns with the Headteacher.

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

13.0 Confidentiality, Controversial and Sensitive Issues

- 13.1 Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:
 - The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
 - Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
 - The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

14.0 Training

14.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

15.0 Monitoring Arrangements

- The delivery of RSE is monitored by the PSHE lead through:
 - o Termly monitoring arrangements, such as planning and book scrutinies and CPD.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by the PSHE lead annually. At every review, the policy will be approved by trustees.



16.0 Policy Circulation

- This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule.
- This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.
- The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

17.0 Adoption of the policy

This Policy has been adopted by the Trustees of the Ted Wragg Multi Academy Trust.

18.0 Appendix 1 – Curriculum map

The lessons are all centred on a values-based and 'Growth Mindset' approach, which promotes positive behaviour, mental health, wellbeing, resilience and achievement and meets the new Relationships Education and Health Education statutory requirements. We believe that there is a link between pupils' health and wellbeing and their academic progress and that promoting their health and wellbeing is an important part of their overall education. Throughout PSHE lessons, the children focus on many topics including physical and emotional health, all kinds of relationships and living in the wider world. The children learn to make healthy choices and keep themselves safe during their school years and beyond. Children also learn about how their body and emotions change as they approach and move through puberty, why girls and boys bodies are different, what parts of their body are private (including the PANTS Rule from https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwea...), what kind of physical contact is unacceptable and how they should respond and what to do if they need help, advice or are worried about someone else.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6			
	Children develop their underst	tanding of P.S.H.E from the onset	t, not only through their everyday	/ learning, but through carefully p	planned <u>PSHE and SMSC DEAR</u> th	emed stories, independent and			
	guided learning opportunities and their very own SMSC Assemblies. Children are encouraged and supported to follow our								
	Academy Rules and live by Br	Academy Rules and live by British Values which underpin the curriculum. Throughout their time in the early years, children have the opportunity to consider their own views and opinions							
	as they are encouraged to con	sider those of others , for examp	le in Term One when they look cl	osely at their own and each othe	r's' families. They learn about re	silience, perseverance and			
	collaboration through our Growth Mind Set behaviours. Through their PE sessions and their daily								
Reception	toothbrushing they begin to understand about the importance of physical health and in Term 6, they learn about eating healthy as an important factor in their own growth and development.								
	Each and every lesson is designed by the nature of its delivery, to support children to strengthen their relationships, self-awareness,								
	self-confidence and develop skills in managing their own feelings and behaviour, making them more mindful of the feelings of their peers.								
	New beginnings Whole Body Listening	Friendship Christmas Whole Body Listening	Truth and Honesty Whole Body Listening	Helping other people Whole Body Listening	Differences Whole Body Listening	Aspirations Whole Body Listening			

Responsibility for approval: Senior Exec Date of approval: July 2023



						<u></u>
Year 1	Me and My Relationships How they can contribute to the life of the classroom and school. To help construct, and agree to follow group, class and school rules, and to understand how these rules help them. To communicate their feelings to others, to recognise how others	Valuing Difference To identify and respect the differences and similarities between people. To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable. To recognise that they share a responsibility for	Keeping Myself Safe What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical	Rights and Responsibilities The importance of and how to maintain personal hygiene. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).	Being My Best What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To recognise what they like and dislike, how to make real, informed choices that improve	Growing and Changing The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls. About the process of growing from young to old and how people's needs change.
	show feelings and how to respond About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.	keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets. To help construct, and agree to follow group, class and school rules, and to understand how these rules help them. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. To recognise what is fair and unfair, kind and unkind, what is right and wrong.	activity, rest, healthy eating and dental health. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention. About the ways that pupils can help the people who look after them to more easily protect them. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.	That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). That money comes from different sources and can be used for different purposes, including the concepts of spending and saving. About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.	their physical and emotional health, to recognise that choices can have good and not so good consequences. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To offer constructive support and feedback to others.	About the process of growing from young to old and how people's needs change. About growing and changing, and new opportunities and responsibilities that increasing independence may bring. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. To recognise that they share a responsibility for keeping themselves and others safe, when to say,

Page **11** of **27**



To communicate their feelings to others, toAbout change and loss and the associated feelingsTo recognise how their behaviour affects other'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing				<u> </u>
show feelings and how to respond.moving home, losing toys, pets or friends).secrets.That people's bodies and feelings can be hurt (including what makes them feel comfortable andThat household products, including medicines, can be harmful if not used properly.The names for the main parts of the body (including scenes)To judge what kind of physicalTo judge what kind of physicalThe names for the main parts of the body (including external genitalia); the similarities and differences	to others, to recognise how others show feelings and how to respond. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). That they belong to various groups and communities such as family and school. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through	the associated feelings (including moving home, losing toys, pets or friends). That household products, including medicines, can be harmful if not used properly. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell	behaviour affects other	tell', including knowing that they do not need to keep secrets. The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls. What is meant by 'privacy'; their right to keep things 'private'; the importance of



Year 2Me and My Relationships How they an contribute to the life of the Classroom and school. To Follewithy and respect follow group, class and school roles, and to understand how they following to understand how the specific and to understand how they specific and to understand how they specific and how specific to communicate their feelings.Voluing Differences to identify and respect the and for understand how to response. To communicate their feelings.Voluing Differences to identify and respect the and for understand how to response. To recognise that they feeling and how specific they receive have group is hould carlies for and ways of keeping they receive have group is the interview. To recognise that they feeling is to resist. Response have carlies is the specific and how specific the specific and how specific people. To recognise that they being and not specific feelings.Keeping Myself Sci that household products, including meetines, care bit that household products, including responsibility for the specific and how specific people. To recognise that they feeling is the response they response have group is the response to others, how to they and online safety in they are all merving proper whole look after them into manding healing they into works, to are specific framity responsibility for they care specific framity responsibility for they care specific framity responsibility for they for they are all or recognise that they reply and work, cooperatively (including proper whole look after them into manding healing they are all or recognise that they are all m							001
including how to keep it safe, differences between boys and choices about girls.	Year 2	How they can contribute to the life of the classroom and school. To help construct, and agree to follow group, class and school rules, and to understand how these rules help them. To communicate their feelings to others, to recognise how others show feelings and how to respond. To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable. Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for	To identify and respect the differences and similarities between people. To recognise that their behaviour affects other people. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. That they belong to various groups and communities such as family and school. To recognise what is fair and unfair, kind and unkind, what is right and wrong. To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through	That household products, including medicines, can be harmful if not used properly. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention. About the ways that pupils can help the people who look after them to more easily protect them. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep	Responsibilities That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). That money comes from different sources and can be used for different purposes, including the concepts of spending and saving. About the role money plays in their lives including how to keep it safe,	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading. The importance of and how to maintain personal hygiene. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. The names for the main parts of the body (including external genitalia); the similarities and differences between boys and	To offer constructive support and feedback to others. About change and loss and the associated feelings (including moving home, losing toys, pets or friends). About the process of growing from young to old and how people's needs change. About growing and changing, and new opportunities and responsibilities that increasing independence may bring. The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls. Ways in which they are all unique; understand that there has never been, and will never be, another 'them'. What is meant by 'privacy'; their right to keep things 'private'; the importance of

	Mragg
spending or saving money and what influences those choices.	
Sex and Relationship Policy Primary – July 2023	Page 14 of 27



						<u>via</u> gg=	
	Me and My Relationships	Valuing Difference To	Keeping Myself Safe		Being My Best		
	Why and how rules and laws	recognise different types	To recognise when they need		How to make informed		
	that protect them and others	of relationships,	help and to		choices (including		
	are made	including those between	develop the skills to ask for	Rights and	recognising that choices can		
	and enforced, why different	acquaintances, friends,	help; to use basic	Responsibilities	have positive,		
	rules are	relatives and families.	techniques for resisting	To recognise the role of	neutral and negative		
	needed in different	What being part of a	pressure to do	voluntary, community and	consequences) and to	Growing and Changing	
	situations and how to	community means and about	something dangerous,	pressure groups,	begin to understand the	To recognise what constitutes	
	take part in making and	the varied	unhealthy, that makes	especially in relation to health	concept of a 'balanced	a positive,	
	changing rules.	institutions that support	them uncomfortable or	and wellbeing.	lifestyle'.	healthy relationship and	
	About change,	communities locally and	anxious, or that they think is	About people who are	To recognise opportunities	develop the skills to form	
	including transitions	nationally. To listen and	wrong.	responsible for helping them	and	and maintain positive and	
	(between Key Stages and	respond respectfully to a	That their actions affect	stay healthy and	develop the skills to	healthy	
	schools), loss,	wide	themselves and others.	safe; how they can help these	make their own choices about	relationships.	
	separation, divorce and	range of people; to feel	To differentiate between the	people to keep	food,	To recognise ways in which a	
	bereavement.	confident to raise their own	terms, 'risk', 'danger' and	them healthy and safe. To	understanding what	relationship can	
	To work collaboratively	concerns; to	'hazard'.	explore and critique how the	might influence their	be unhealthy and whom to	
	towards shared goals.	recognise and care	Which, why and how,	media present information.	choices and the benefits of	talk to if they need support.	
	To recognise what constitutes	about other people's feelings	commonly available	That resources can be	eating a balanced diet.	To judge what kind of physical	
	a positive,	and to try to	substances and drugs	allocated in different ways	That bacteria and viruses can	contact is acceptable or	
Year 3	healthy relationship and	see, respect and if	(including alcohol, nicotine in	and that these economic	affect health and that	unacceptable and how to	
reur 5	develop the skills to form	necessary constructively	tobacco and	choices affect individuals,	following	respond.	
	and maintain positive and	challenge others' points of	'energy drinks') can damage	communities and the	simple routines can	The concept of 'keeping	
	healthy	view.	their	sustainability of the	reduce their spread.	something confidential or	
	relationships.	To appreciate the range of	immediate and future	environment across the	To research, discuss and	secret', when they	
	To develop strategies to	national, regional, religious	health and safety; that	world.	debate topical issues,	should or should not	
	resolve disputes and conflict	and ethnic	some are restricted and some	About the role money plays in	problems and events	agree to this and when it is	
	through	identities in the United	are illegal to own, use and	their own and others' lives,	concerning health and	right to 'break a	
	negotiation and appropriate	Kingdom.	give to others. To explore and	including how to manage	wellbeing, and offer	confidence' or 'share a	
	compromise; to give rich and	That differences and	critique how the media present information.	their money and about being a	their recommendations	secret'.	
	constructive	similarities between	Strategies for keeping safe	critical consumer.	to appropriate people.	How their body will, and	
	feedback and support	people arise from a	online; the	To develop an initial	To recognise how images in	emotions may, change as they	
	to benefit others as well as	number of factors,	importance of	understanding of the	the media	approach and	
	themselves.	including family, cultural,	protecting personal	concepts of 'interest',	(and online) do not always	move through puberty. About	
	To recognise and manage	ethnic, racial and	information, including	'loan', 'debt', and 'tax'	reflect reality and can affect	human reproduction.	
	'dares'.	religious diversity, age, sex,	passwords, addresses	(e.g. their contribution to	how people feel about		
	To resolve differences by	gender identity, sexual orientation, and	and the distribution of images		themselves.		
	looking at alternatives, seeing	,	of themselves and others.	society through the payment	To work collaboratively		
	and respecting others' points	disability (see 'protected	How to manage	of VAT).	towards shared goals.		
	of view,	characteristics' in the Equality Act 2010). To realise the	requests for images of		What positively and		
	making decisions and	nature and consequences of	requests for images of		negatively affects their		
	explaining choices.	nature and consequences of					
		_					

Y





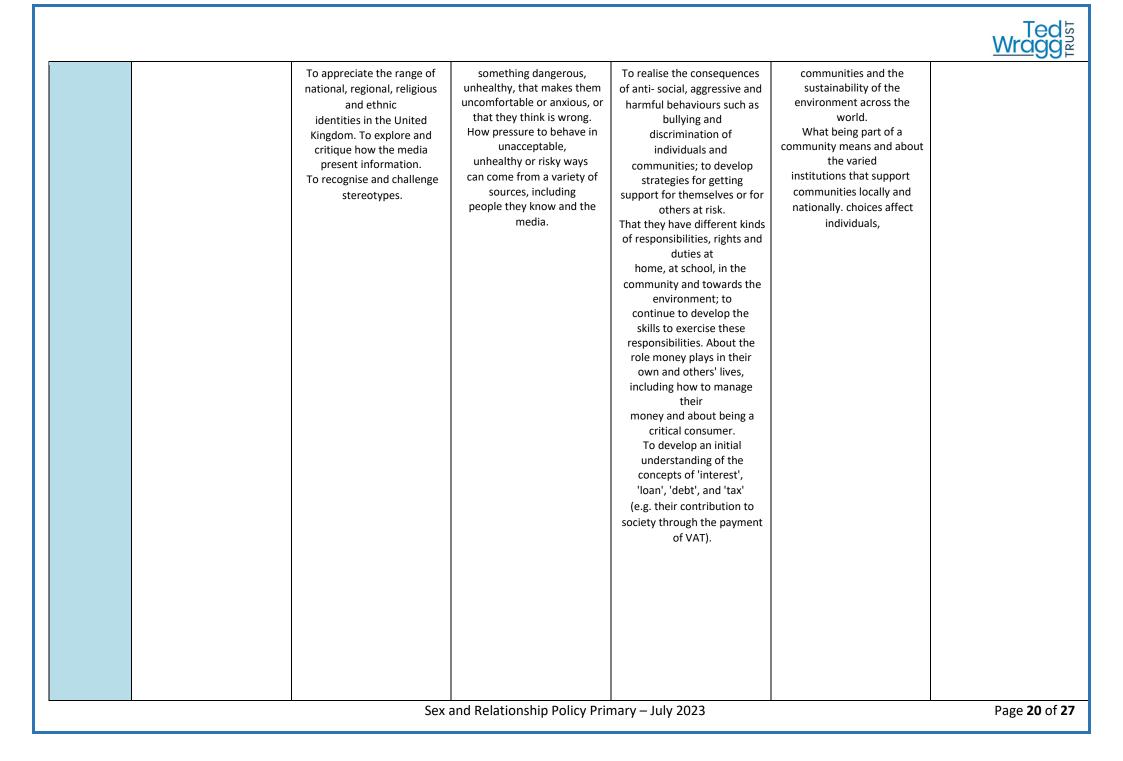
					<u>viugg</u> e
To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.	discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.	themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.		physical, mental and emotional health.	
	Sex	and Relationship Policy Prin	nary – July 2023		Page 17 of 27





 Year 4 We and My Relationships To develop the scale back understanding of good and mosts og good (ellings, to exclusion ad appropriate compromises to give (ch and mosts og good ellings, to exclusion ad support to enable them to explain both the range and intensity of the feelings to others. To recognise what constructs a good to others. To recognise what constructs and maintain positive and healthy ellings others. To recognise their normals, shared gols. To recognise their normals themselves and different shared factors, range of themselves. To recognise their normals, shared gols. To recognise their normals the displicitly, cultural, explained factors, range of the spoint recognise their normals that different to shared gols. To recognise their normals that different to shared gols. To recognise their normals that different to add space factors, range of the spoint recognise their normals shared gols. To recognise their normals that different to add space factors, range of the spoint recognise their normal space factors, range of recognise their normals shared gols. To recognise their normals and generative factors, range of their they share gond relatively that shared gols. To recognise their normals physical, mental and generative factors, range of reactive their shared gols. To recognise their normals physical, mental and generative factors, range of reactive there shared pols. To recognise their normals and generative factors, range of reactive there shared gols. To recognise their normals and generative factors, recognise their normals and propulate their own choles about head mary fithe							00!
Year 4Me and My Relationships To deepen their understanding of good and feelings, to extend their orscalable rot on the there deback and support their feelings to extend their orage and intensity of their feelings to others. To recognise that they may negatively and they. To thereafter and they. To thereafter and they. To recognise that they mean obstive and healthy relationships. To recognise that they mean themselves and others. To recognise that they mean themselves and they. To recognise that they mean themselves and they. To recognise that they mean themselves and they. To recognise that they mean there feelings in others. To recognise that they mean there feelings in ther meand they. To recognise that they mean there feelings in others. To recognise that they mean there feelings in others. To recognise that they mean the failur set things and respond. To recognise that they mean there feelings in others. To recognise that they mean there feelings in others. To recognise that they mean there feelings in others. To recognise that they mean there fails and meant the detains may, change in the endial to absolutely to awder range of the feelings in others. To recognise that they mean commonity mailing and server of the to bind ther frame and they mean detaining including the abult, the fer to awail and maintain path (frame the fails to form and maintain path (frame the fails to form and maintain path (frame ther), exact and and endial many and there in the fails to form and maintain path (frame ther), exact and and imicula fails furth they mean detaining and framity and therea ther to awail and therea therea ther ther and thers. To recognise that they mean disability (see' protected charged responsibility wint head disability (see' pr			Valuing Difference	Keeping Myself Safe	Rights and	Being My Best	
To deepen their understanding of good and not so good them to explain both the them for equipations but the range and intensity of them for equipations of themselves and the tracecognise what constitutes a positive, healthy relationships.The the section of the section of themselves and the tracecognise what constitutes a positive, and maintain positive and healthy relationships.The the section of themselves and the tracecognise what constitutes a positive, and maintain positive and healthy relationships.The the section of the the section of the the section of the section of themselves and the distribution of images or increase of more section of the section of themselves and the distribution of images or increase of esponsibility is to form including transities between shared golfs. To recognise that they may sequerification sheet. To recognise their increasing to balanced to balanced to take porticing emotions and, change a sheet gender identity, sequerification sheet, racial and regions whet heat they may sequerification sheet hings may contreling them heathy, their streamed heathy and a		Me and My Relationships			•		
 Year 4 Understanding of good and appropriate to sophimic, the good feelings, to extend that every to enable them to explain both the range and intensity of them to explain the range and intensity of the range and intensity							
 Year 4 Year 4 To cogonise that they may appropriately to a walfer them to explain both the reget watk to others. a positive, a positive		•	8				
 Year 4 Terecognise what constitutes a regrand minitor by of the sawellas them to explain both the resplain both the resplance of themselves. To recognise what constitutes a band the distribution of images to there both with respond. To recognise that they readown the situations affect themselves and others. To recognise that they may experience conficting enotions and enotions and enotions and enotions and the distributions of the relationships. To recognise and respond. To recognise that they may experience conficting enotions and they relationships. To recognise and respond appropriately to a waller and function, and disbility (see protected to the resplances of the significance of the significance of the resplances of theresplances of the resplances of the resplances of the resplanc						their strengths and areas for	Growing and Changing
Year 4worshulary to enable them to explain both the mage and intensity of their feelings to others. To recognise what constitues a positive, healthy relationships and develop the skills to form and maintain positive and healthy relationships. That their actions affect themselves and attems shared goals. To recognise and respond appropriately to a wider shared goals. To recognise there increasing increased responsibility mate to including framity, cultural, to recognise there increasing increased responsibility metations and health, To recognise there increasing increased responsibility metations and server.moment there own the adjust the adjust the adjust the the adjust the adjust the adjust the adjust the adjust the the adjust the adjust the adjust the adjust the the adjust the adjust the adjust the adjust the the adjust the adjust the adjust the adjust the the adjust the adjust the adjust the adjust the adjust the the adjust the adjust the adjust the adjust the adjust the adjust the the adjust the a				,	safe; how they can help these	improvement, set high	
Year 4them to explain both the rage and intensity of their feelings to others. To recognise what constitues a positive, healthy relationships and evelop the skills to form and maintain positive and healthy relationships.processite of the skills of or physically and the section skills of a physical mental and geople arises from a maintain positive and sciences from a including to section skills of a maintain positive and healthy relationships.processite of the skills of a physically and the section skills of a physically and the skills of a maintain positive and a and maintain positive and healthy relationships.processite of the skills of a physically and the skills of a maintain positive and sciences and families. To recognise and respond special eristics between including to skill and families. To recognise and respond a paproach hand sciences and including from skill and a method will, and the skills of a maintain positive and shared geals. To recognise and respond a popolar taktor, range of the sec. the sec. the sec. work collaboratively to a wider the sec. the sec. <b< th=""><th></th><th></th><th></th><th>importance of</th><th>people to keep</th><th>aspirations and goals.</th><th></th></b<>				importance of	people to keep	aspirations and goals.	
 Year 4 To recognise what constitutes as wears their feelings to others. To recognise what constitutes a positive, and that group is a positive, and that group is a positive, a positive, a positive, a positive, a positive, and that group is a positive, a positive, a positive, a positive, and that group is a positive, a positive, a positive, and that group is a positive, a positive, and that positive and the resont and positive, and that group is a positive, a positive, a positive, and the resont and positive and the resont and the resont and positive and the resont and posint and positive and the resont and positi		•	feedback and support	protecting personal	them healthy and safe.	How to make informed	-
 There leads to observe and the structure of the second to t		•	to benefit others as well as	information, including	To understand that everyone	choices (including	. , ,
Year 4To recognise what constitute a positive, healthy relationships. and maintain positive and and maintain positive and mealthy relationships. That differences and similar is between a capanitances, friends, relationships. That differences and similar is between a relationships. To recognise and resources and to shared goals. To recognise and resources and to shared goals. To recognise and resources and to similar is between a similar is between a similar is between a similar is between a similar is between a relationships. To recognise and resources and similar is between a range of relations and when they might need to issen to or overcome these. When they might need to issen to or overcome these. 		5,	themselves.	passwords, addresses	has human	recognising that choices can	
Year 4Definite is a construction of the section of the s			To judge what kind of physical	and the distribution of images	rights, all peoples and all	have positive,	separation, divorce and
Year 4healthy relationships and develop the skills to form and maintain positive and healthy relationships. That their actions affect themselves and others. To work collaboratively towards shared goals. To recognise that they may experience conflicting emotions and when they might need to listen, nor a vercome these. What positively and carge interess of including family. cultural, relatives and strutural, relatives and strutural, <br< td=""><th></th><td>U U</td><td>contact is acceptable or</td><td>-</td><td></td><td>neutral and negative</td><td>bereavement.</td></br<>		U U	contact is acceptable or	-		neutral and negative	bereavement.
Year 4healthy relationship and develop the skills to form and maintain positive and healthy relationships.prespond. To recognise relationships, including those between acquaintances, friend themselvesphysically y and emotionally safe (including crois safety the schuer and theres. To work collaboratively towards shared goals. To recognise and respond appropriately to a wider relations finds.prespend. To recognise including those between (including crois safety the method manage drafter ent types of (including croit safety). To recognise and respond appropriately to a wider range of feelings in others. To recognise that they may experience conflicting emotions and these.prespend. To recognise including the set of make they may gender identity, sexual orientation, and discrimination, reasing, bullying and agressive bullying and agres		a positive,	unacceptable and how to	Strategies for keeping	children have their own	consequences) and to	How their body will, and
Year 4develop the skills to form and maintain positive and healthy relationships.different types of including those between acquaintances, friends, relationships.emotional seafers including cycle safety. the shared goals. To recognise that they may experience conflicting emotions and when hey might need to listen to, or overcome these.different types of including roads afery including roads afery. the Bikeability programme) and safety inthe gramme) and safety are there to safety.United Nations the Child the Child That these universal rights of protect everyone and have primacy both over appropriately to a wider range of feelings in others. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.different types of emotional and appropriate to avider range of feelings in others. To recognise that they may experience to isten to, or overcome these.different types of range of ethnic, racial and religious diversity, age, sex, gender identuly for consequences of discrimination, teasing, behaviours (including consequences of discrimination reading or to recognise due their increasing projudice-base provisicely affects their projudice-base provisicely affects their projudice-base problems and events for the skills to ask for the provisice prople. To the theore their screase different sincle their increasing behaviours (including consequences			respond. To recognise				emotions may, change as they
Year 4and maintain positive and healthy relationships, That their actions affect themselves and others. To shared goals.relationships, including rank firends, relatives and families.including road safety (including road safety) (including road safety)Declaration of the Rights of the ChildIffestyle:mow through puberty.Year 4hat their actions affect themselves and others. To shared goals.That their actions affect relatives and families.including rank y cultural, experiance to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.including rank y cultural, ethnic, racial and religious diversity, age, sex, gender identity, accultural, ethnic, racial and religious diversity, age, sex, secret ', when they substances and drugs (including granky, cultural, experience conficing emotions and when they might need to listen to, or overcome these.including rank y cultural, ethnic, racial and religious diversity, age, sex, gender identity, accordination, and discibility (see 'protected characeristics' in the Equality, to recognise that they may experience consequences of discrimination, tessing, behaviours (including consequences of discrimination, tessing, behaviours (including consequences of independence brings increased responsibilityrelations ada kety in the protected consequences of discrimination, tessing, behaviours (including consequences of behaviours (including consequences of privatice and some are illegal to own, use of privatice and some are illegal to own, use of privatice and some are illegal to own, use of preludice-base problems and exen different <th></th> <td>develop the skills to form</td> <td>different types of</td> <td></td> <td></td> <td>0</td> <td></td>		develop the skills to form	different types of			0	
Year 4healthy relationships. That their actions affect themselves and others. To 		and maintain positive and		•		•	move through puberty.
Year 4relationships. That their actions affect themselves and others. To work collaboratively towards appropriately to a wider range of feelings in others. To recognise and respond appropriately to a wider econflicting emotions and when they melty affects their physical, mental and emotional health.acquaintances, friends, relatives and familis. That differences and similarities between people arise from a appropriately to a wider religious diversity, age, sex, gender identity, sexual orientation, and to recognise that they may experience to listen to, or overcome these.acquaintances, friends, relatives and familis. To recognise that they may experience to listen to, or overcome these.acquaintances, friends, relatives and familis. To recognise their increasing independence brings increased responsibility to keen ther mers to recognise their increasing increased responsibilityacquaintances, friends, relatives and familis. To recognise their increasing or projudice-based language, irroling; how to the self increased responsibility to keen other mark these.Biteability set and fatture hate primacy both over to recognise and respond and sety; that secual orientation, neasing, behaviours (including comparise their increasing increased responsibility to keen thermedus the for theirBiteability are likesubility to keen thermedus and theirThat these universal rights are there to protect evrope and to recognise and mark to recognise and mark to recognise and responsibility to kee protected theirBiteability relatives, and there to recognise and responsibility to kee protected to billying, and aggressive behaviours (including community; how to their increasing <br< td=""><th></th><td>healthy</td><td>including those between</td><td>o ,</td><td>•</td><td>,</td><td>How their body will, and</td></br<>		healthy	including those between	o ,	•	,	How their body will, and
Year 4That their actions affect themselves and others. To work collaboratively towards shared goals. To recognise and respond appropriately to a wider range of felings in others. To recognise and respond appropriately to a wider experience conflicting emotions and when they might ned to isten to, or overcome thesse.relatives and families. To recognise and respond anumber of factors, including family, cultural, experience sexual orientation, and disability (see 'protected' to freegomise ther increasing physical, mental and emotions heath.relatives and families. move through puberty. About have primacy both over national law and family and to recognise that they may experience sexual orientation, and disability (see 'protected' to resise the nature and emotional health.relatives and families. To recognise and respond appropriately to a wider safety). To recognise ther increasing physical, mental and eexperience to listen to, or overcome thesse.relatives and families. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including corporasise ther increasing increased responsibilityrelatives and families. To recognise and increasing cyber bullying, use of prejudice-based language, trolling'; how to to be pendence brings increased responsibilityrelatives and families. To recognise and increasing physical, mental and gue to others.mate there to project everyone and have primacy both over national laws and family and commonly practices. To recognise ther increasing increased responsibilityrelatives and families. the family and to recognise ther increasing increased responsibilityrelatives and family. the m		relationships.	acquaintances, friends,			. ,	emotions may, change as they
Year 4The measures and others. To work collaboratively towards shared goals. To recognise and respond appropriately to a wider feelings in others. To recognise inter the se. What positively and the they might need to listic to grove come these.That differences and similarities between paceba arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected to listic to diversities' in the Equality heaviours (including physical, mental and emotional health.To recognise and and and similarities between proportately to a wider including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected charactersitics' in the Equality physical, mental and emotional health.To recognise and others. to recognise ther increasing, bullying and aggressive behaviours (including consequences of discrimination, teasing, bullying, use of prejudice-based language, 'trolling'; how to behaviours (including coper bullying, use of prejudice-based language, 'trolling'; how to to the sen themselwe andTo recognise and others. the sen the sen atter and consequences of discrimination, teasing, bullying and aggressive behaviours (including copies their increasing increased responsibilityTo recognise when they need health and to the key for bully to the sen themselwe andTo recognise when they need health and to the key for bully common wave there have be averd their their recommend to to to appropriate people. To appropriate people. To the the sen themselwe and the for balaTo recognise and tom the sen themselwe and the sen thems		That their actions affect		,	•		approach and
Year 4work collaboratively towards shared goals. To recognise and respond appropriately to a wider range of feelings in others. To recognise that they may experience conflicting emotions and when they might ned to listen to, or overcome these.similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, accomatively and to listen to, or overcome these.similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, accomatively and to listen to, or overcome these.similarities between people arise from a number of factors, including family, cultural, ethnic, racial and metation, and disability (see 'protected' to listen to, or overcome these.similarities between people arise from a number of factors, including alcohol, nicotine in to recognise that increasing independence brings increased responsibilitysimilarities between people arise from a number of factors, including alcohol, nicotine in theirhave primacy both over national law and family and community practices.How to make informed choices and they neutral and negative take part in making and consequences of discrimination, teasing, bullying and aggressive behaviours (including rejudice-based increased responsibilitysimilarities between people at the yea to increasing independence brings increased responsibilitysimilarities between people at the yea to as to people in they waithed to increased responsibilitysimilarities between to accoment wate and to as coment wate and to as coment wate and to		themselves and others. To	That differences and				move through puberty. About
Year 4shared goals. To recognise and respond appropriately to a wider range of feelings in others. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome meatinel and negatively affects their physical, mental and emotional health. To recognise their increasing independence brings increased responsibilitypeople arise from a number of factors, including family, cultural, ethnic, racial and mumber of factors, including family, cultural, ethnic, racial and meating and ages for hear of the equility. sexual orientation, and disability (see 'protected characteristics' in the Equality, to recognise their increasing independence brings increased responsibilitypeople arise from a number of factors, including family, cultural, ethnic, racial and meation, and disability (see 'protected characteristics' in the Equality, behaviours (including independence brings increased responsibilitypeople arise from a number of factors, including family, cultural, ethnic, racial and to issue to are verticed and some are illegal to own, use and give to others.number of factors, idares'. Which, why and how, commonly available substances and drug to hear at the formal are illegal to own, use and give to others.national law and family and consequences of heir immediate and future heir increasing independence brings independence brings independence brings independence brings independence brings independence brings independence brings independence brings independence bringspeople arise from a number of factors, including abs for halt heir to heave and there heave and consequences of to heave and there heave and are illegal to own, use an		work collaboratively towards	similarities between				human reproduction.
To recognise and respond appropriately to a wider range of religous in others.number of factors, including family, cultural, ethnic, racial and religous diversity, age, sex, experience conflicting emotions and when they might need to listen to, or overcome these.number of factors, including family, cultural, ethnic, racial and religous diversity, age, sex, experience conflicting emotions and when they might need to listen to, or overcome these.number of factors, including family, cultural, ethnic, racial and religous diversity, age, sex, experience conflicting emotions and when they might need to listen to, or overcome these.number of factors, including family, cultural, ethnic, racial and religous diversity, age, sex, experience consequences and drugs (including alcohol, nicotine in to realise the nature and emotional health.To recognise and manage 'darest'.number of factors, ichural and safety; that to recognise that they may escuel of interest of these.number of factors, ichural and safety; that to recognise their increasing, physical, mental and bullying and aggressive behaviours (including independence brings increased responsibilitynumber of factors, ichural and aggressive behaviours (including independence brings increased responsibilitynumber of factors, ichural and and aggressive behaviours (including independence brings increased responsibilitynumber of factors, ichural and aggressive behaviours (including independence brings independence brings increased responsibilitynumber of factors, ichural and aggressive behaviours (including independence brings increased responsibilitynumber of factors, ichural and aggressive behaviou	Year 4	shared goals.	people arise from a	ι υ ,			The concept of 'keeping
appropriately to a wider range of feelings in others. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected to listen to, or overcome these.including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, age, sex,		To recognise and respond	number of factors,			. 0	something confidential or
range of feelings in others. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome meatively and negatively and negatively and negatively affects their physical, mental and emotional health.ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and (including alcohol, nicotine in to healts and safety; that situations and healts.neutral and negative commonly available are made and enforced, why different rules are needed in different take part in making and emotional health.neutral and negative consequences of health and safety; that some are restricted and some are illegal to own, use and give to others.neutral and negative consequences of health and safety; that some are restricted and some are illegal to own, use and prejudice-based increased responsibilityWhich, why and how, commonly available substances and drugs (including give to others.neutral and negative consequences of health and safety; that some are restricted and some are illegal to own, use and prejudice-based help and to develop the skills to ask for help and to the keen them servers andneutral and negative consequences) and to begin to understand the concerpt of a 'balanced' lifetyle'.should or should not agree to this and when it is right to 'break a concerpt or 'share a some are restricted and some are illegal to own, use and prejudice-based help and to develop the skills to ask for help and to they appropriate people. Toneutral and negative and enforced, why different the tractaces int is and and develop the skills to make their own choices about food, understanding what might influence		appropriately to a wider					secret', when they
feelings in others. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.religious diversity, age, sex, gender identity, sexual orientation, and disability (see' protected to listen to, or overcome these.religious diversity, age, sex, gender identity, sexual orientation, and disability (see' protected to listen to, or overcome these.religious diversity, age, sex, gender identity, sexual orientation, and disability (see' protected to listen to, or overcome these.religious diversity, age, sex, gender identity, sexual orientation, and disability (see' protected their act 2010).religious diversity, age, sex, gender identity, sexual orientation, and disability (see' protected their and to their physical, mental and emotional health.religious diversity, age, sex, gender identity, sexual orientation, and to bacco and their immediate and future behaviours (including cyber bullying, use of prejudice-based language, trolling'; how to to heare thersolues andreligious diversity, age, sex, gender identity, sexual orientation, tasing, and to their to recognise their increasing independence bringsreligious diversity, age, sex, gender identity, sexual orientation, tasing, bullying and aggressive prejudice-based language, trolling'; how toreligious diversity, age, sex, gender identity, sexual orientation, tasing, gender indiversity, sex, sex, gender intersity, sex, andreligious diversity, age, sex, gender identity, sexual orientation, and to issue, gender intersity and mediate and future to recognise when they need help and to they and toreligious diversity, age, sex, commonly available		range of				• •	should or should not
To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.consequences of emotional health.consequences of health and safety; that sources and theirconsequences of health and safety; that sources and theirconsequences of health and safety; that sources and theirconsequences of health and safety; that sources and tous theirconsequences of health and safety; that sources and theirconsequences of health and safety; that source and rugs theirconsequences of health and safety; that source and rugs that no one should marry if they don't absolutely want to do so, or are not making this decision freely for their recommendations to appropriate people. Toconsequence their consequences can beright to 'break a concerning health and and enforced, why different take part in making and consequences of health and safety; that their recommendations to appropriate people. Toconsequence their recommendations to appropriate people. Toconsequence their recommendations		feelings in others.	,		•	-	agree to this and when it is
experience conflicting emotions and when they might need to listen to, or overcome these.sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).subscritting alcohol, nicotine in tobacco and 'energy drinks') can damage theirand enforted, wing dimension trules are needed in different situations and how to take part in making and emotional health.Definition dudition to recognise their increased prejudice-based language, 'trolling' how toConsequences of theirand enforted, wing dimension to location in to health and give to others.Consequences of take part in making and consequences of develop the skills to projudice-based help and to develop the skills to ask for help and to to kean themeshyes andConsequences of take part in making and give to others.Concept of a 'balanced lifestyle'.Confidence' or 'share a secret'.To recognise their increased increased responsibilityTo realise the nature and consequences of develop the skills to, to recognise when they need help and to to kean themeshyee andConsequences of develop the skills to ask for help and to develop the skills to ask for appropriate people. ToTo recognise when they need help and to appropriate people. ToConcert of a 'balanced lifestyle'.Confidence' or 'share a secret'.To recognise when they need increased responsibilitySome are restricted and some give to others.To recognise when they need help and to develop the skills to ask for help and to develop the skills to ask for help and toConcerning health and appropriate people. ToConcerning health and appropriate people. To		-		,			right to 'break a
conflicting emotions and when they might need to listen to, or overcome these.disability (see 'protected characteristics' in the Equality Act 2010).disability (see 'protected characteristics' in the Equality Act 2010).needed in different situations and health.lifestyle'.To recognise opportunities and develop the skills to make their our choices about food, understanding what might influence their characteristics'secret'.What positively and negatively affects their physical, mental and emotional health.To realise the nature and consequences of bullying and aggressive behaviours (including cyber bullying, use of increased responsibilityTo recognise when they need help and to to keen themselves andneeded in different to recognise their characteristics' in the Equality to keen the metal and emotional health.needed in different to recognise their characteristics' in the Equality (act 2010).To recognise their their their to recognise their increasing independence bringsneeded in different their their to recognise their increasing independence bringsTo recognise when they need help and to to keen themselves andneeded in different their characteristics' in the Equality to keen the metal and to keen themselves andneeded in different their their their their their to keen themselves andneeded in different their their their their their to keen themselves andneeded in different their their their their to character theirneeded in different their their their their to characterneeded in different their their their their their their		• • •		e e		0	
when they might need to listen to, or overcome these.characteristics' in the Equality (haracteristics' in the Equality these.'theoregy drinks') can damage theirsituations and how to take part in making and changing rules.To recognise opportunities andTo recognise opportunities andWhat positively and negatively affects their physical, mental and emotional health.To realise the nature and discrimination, teasing, bullying and aggressive behaviours (including increased responsibilityTo recognise their increasing increased responsibilityTo recognise their increasing prejudice-based language, 'trolling'; how to language, 'trolling'; how toTo recognise when they need help and towellbeing, and offer their recommendations to appropriate people. ToThat marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to do so, or are not making this decision freely for their recommendations to appropriate people. ToTo recognise their increasing increased responsibilityTo recognise when they need help and to to keen themselves andWellbeing, and offer their recommendations to appropriate people. ToThat resources can beThat resources can be						•	
to listen to, or overcome these.Act 2010).their theirsituations and now to theirto recognise opportunities and develop the skills to make their own choices about for ecognise their increasing increased responsibilityconsequences of discrimination, teasing, bullying and aggressive behaviours (including increased responsibilitytheir theirsituations and now to theirto recognise opportunities and changing rules.commitment freely entered into by both people; take part in making and changing rules.commitment freely entered into by both people; take part in making and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.commitment freely entered into by both people; take part in making and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.to keen themselvesrespond and ack for beloprespond and ack for belopdevelop the skills to ask for appropriate people. Tomight influence their choices and the benefits of eating a balanced diet. That resources can becommitment freely entered into by both people; take part in making and develop the skills to ask for appropriate people. Tocommitment freely take part in making and develop the skills to ask for appropriate people. Tocommitment freely take part in making and develop the skills to make their own choices about to incerve device their their recommendations to appropriate people. Tocommitment freely take part in making and develop the skills to ask for appropri		U U				,	That marriage is a
these.To realise the nature and uegatively affects their physical, mental and emotional health.To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including independence brings increased responsibilityTo realise the nature and consequences of discrimination, teasing, bullying, use of prejudice-basedimmediate and future health and safety; that give to others.take part in making and changing rules.and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.entered into by both people; that no one should marry if they don't absolutely want to develop the skills to ask for appropriate people. Toentered into by both people; that no onethese.To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including independence bringsTo recognise when they need help and toimmediate and future health and safety; that give to others.To research, discuss and give to others.understanding what might influence their choices and the benefits of eating a balanced diet.entered into by both people; that resources can be				.			-
What positively and negatively affects their physical, mental and emotional health.Consequences of discrimination, teasing, bullying and aggressive behaviours (including independence bringsInfinctuate and rutate challed at autor turtateTo research, discuss and debate topical issues, problems and eventsmake their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves and		,	,				
negatively affects their physical, mental and emotional health.discrimination, teasing, bullying and aggressive behaviours (including independence brings increased responsibilitydiscrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-basedsome are restricted and some are illegal to own, use and give to others.make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. The resources can beshould marry if they don't absolutely want to do so, or are not making this decision freely for themselves.						'	
physical, mental and emotional health.bullying and aggressive behaviours (including independence brings increased responsibilitybullying and aggressive behaviours (including cyber bullying, use of prejudice-basedsome are restricted and some are illegal to own, use and give to others.problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. Tounderstanding what might influence their choices and the benefits of eating a balanced diet. That resources can bedon't absolutely want to do so, or are not making this decision freely for themselves.							should marry if they
emotional health.behaviours (including behaviours (including independence brings increased responsibilityand eggl costre independence brings increased responsibilityand eggl costre behaviours (including give to others.and energia to own, use and give to others.ounderstanding what might influence their concerning health and wellbeing, and offer their recommendations to appropriate people. Toounderstanding what might influence their choices and the benefits of eating a balanced diet. That resources can bedo so, or are not making this decision freely for themselves.			, 0,			•	· · ·
To recognise their increasing independence brings increased responsibilityDefinition (including) cyber bullying, use of prejudice-based language, 'trolling'; how to to keep themselves andGive to others.Concerning health and wellbeing, and offer their recommendations to appropriate people. Tomight influence their choices and the benefits of eating a balanced diet. That resources can bedevelop the skills to ask for uncerning health andmight influence their choices and the benefits of eating a balanced diet. That resources can bedevelop the skills to ask for uncerning health andmight influence their choices and the benefits of eating a balanced diet. That resources can be				o ,		•	
independence brings prejudice-based help and to develop the skills to ask for appropriate people. To the resources can be				•	-	might influence their	-
increased responsibility language, 'trolling'; how to develop the skills to ask for appropriate people. To That resources can be				o ,		choices and the benefits of	· · · ·
to keep themselves and a reground and ask for help				•		eating a balanced diet.	tnemselves.
to keep themselves and respond and ask for help. help; to use basic explore and critique how the allocated in different ways						That resources can be	
		•	respond and ask for help.			allocated in different ways	
others safe. techniques for resisting media present information. and that these economic		others safe.			media present information.	and that these economic	
pressure to do				pressure to do			
Sex and Relationship Policy Primary – July 2023 Page 19 of 27							D

Page **19** of **27**





Year 5	Me and My Relationships To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise and respond appropriately	Valuing Difference To recognise different types of relationships, including those between acquaintances, friends, relatives and families. To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively	Keeping Myself Safe What is meant by the term 'habit' and why habits can be hard to change. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.	Rights and Responsibilities What positively and negatively affects their physical, mental and emotional health. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.	Being My Best What positively and negatively affects their physical, mental and emotional health. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To reflect on and celebrate their	Growing and Changing To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To judge what kind of physical contact is acceptable or unacceptable and how to respond. About change, including transitions
	to a wider range of feelings in others. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong. To recognise that they may experience	challenge others' points of view. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). To recognise and challenge stereotypes. About the difference between, and the terms	To realise the consequences of antisocial, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help. Strategies for keeping physically and emotionally safe including road safety	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. What being part of a community means and about the varied institutions that support communities locally and nationally. To recognise their increasing independence brings increased responsibility to keep themselves and others safe. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.	achievements, identify their strengths and areas for improvement, set high aspirations and goals. What being part of a community means and about the varied institutions that support communities locally and nationally. To recognise their increasing independence brings increased responsibility to keep themselves and others safe. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. To recognise how images in the media	(between Key Stages and schools), loss, separation, divorce and bereavement. How their body will, and emotions may, change as they approach and move through puberty. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.

Page **21** of **27**

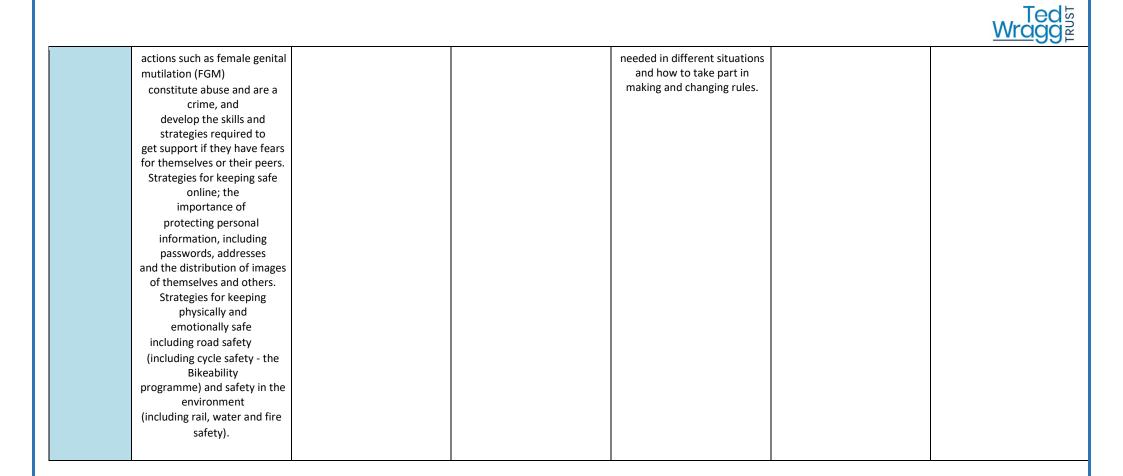




Year 6	Me and My Relationships To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.	Valuing Difference That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. About the difference between, and the terms	Keeping Myself Safe Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety). What is meant by the term 'habit' and why habits can be hard to change. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can	Rights and Responsibilities To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.	Being My Best What positively and negatively affects their physical, mental and emotional health. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.	Growing and Changing About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information. What positively and negatively affects their physical, mental and emotional health. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.



To recognise when they need	associated with, sex,	damage their	To develop an initial	To recognise when they need	How their body will, and
help and to	gender identity and	immediate and future	understanding of the	help and to	emotions may, change as they
develop the skills to ask for	sexual orientation. To	health and safety; that	concepts of 'interest',	develop the skills to ask for	approach and
help; to use basic	listen and respond	some are restricted and some	'loan', 'debt', and 'tax'	help; to use basic	move through puberty.
techniques for resisting	respectfully to a wide	are illegal to own, use and	(e.g. their contribution to	techniques for resisting	About taking care of their
pressure to do	range of people; to feel	give to others.	society through the	pressure to do	body, understanding that they
something dangerous,	confident to raise their own	How pressure to behave in	payment of VAT).	something dangerous,	have the right to protect their
unhealthy, that makes	concerns; to	unacceptable,	To recognise the role of	unhealthy, that makes	body from
them uncomfortable or	recognise and care	unhealthy or risky ways	voluntary, community and	them uncomfortable or	inappropriate and
anxious, or that they think is	about other people's feelings	can come from a variety of	pressure groups,	anxious, or that they think is	unwanted contact;
wrong.	and to try to	sources, including	especially in relation to health	wrong.	understanding that
To recognise and respond	see, respect and if	people they know and the	and wellbeing.		actions such as female
appropriately to a wider	necessary constructively	media.	That they have different kinds		genital mutilation (FGM)
range of feelings in others.	challenge others' points of	To recognise that they may	of responsibilities, rights and		constitute abuse and are a
That marriage is a	view. To recognise different	experience	duties at		crime, and
commitment freely	types of relationships,	conflicting emotions and	home, at school, in the		develop the skills and
entered into by both people;	including those between	when they might need	community and towards the		strategies required to
that no one	acquaintances, friends,	to listen to, or overcome	environment; to		get support if they have fears
should marry if they	relatives and families.	these.	continue to develop the skills		for themselves or their peers.
don't absolutely want to	To recognise and challenge		to exercise these		The concept of 'keeping
do so, or are not making this	stereotypes.		responsibilities.		something confidential or
decision freely for			That resources can be		secret', when we
themselves.			allocated in different ways		should or should not
That forcing anyone to marry			and that these economic		agree to this and when it is
is a crime; that			choices affect individuals,		right to 'break a
support is available to protect and prevent people from			communities and the		confidence' or 'share a
			sustainability of the		secret'.
being forced into marriage			environment across the		About human reproduction.
and to know how to get			world.		That bacteria and viruses can
support for them self or			Why and how rules and laws		affect health and that
others.			that protect them and others are made		following
To judge what kind of physical			and enforced, why different		simple routines can reduce
contact is acceptable or			rules are		their spread.
unacceptable and how to			needed in different		
respond.			situations and how to		
About taking care of their			take part in making and		
body, understanding that they			changing rules.		
have the right to protect their			Why and how rules and laws		
body from			that protect them and others		
inappropriate and unwanted			are made and enforced, why		
contact; understanding that			different rules are		
· 3		1	3		



18.0 Appendix 2

By the end of primary school pupils should know

ΤΟΡΙϹ	PUPILS SHOULD KNOW
Families and people who	 That families are important for children growing up because they can give love, security and stability
care about me	• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
	• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
	• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
	• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
	• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	 How important friendships are in making us feel happy and secure, and how people choose and make friends
	• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
	• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
	• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
	• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

	Ted <u>Wragg</u>
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
	 Practical steps they can take in a range of different contexts to improve or support respectful relationships
	The conventions of courtesy and manners
	• The importance of self-respect and how this links to their own happiness
	• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
	 About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
	• What a stereotype is, and how stereotypes can be unfair, negative or destructive
	• The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not
	• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous
	• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
	• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
	How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
	• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
	• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
	• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
	How to recognise and report feelings of being unsafe or feeling bad about any adult
	• How to ask for advice or help for themselves or others, and to keep trying until they are heard
	 How to report concerns or abuse, and the vocabulary and confidence needed to do so
	Where to get advice e.g. family, school and/or other sources