

Relationships and Sex Education Policy



**Madley Brook Primary
School**



1. Aims

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
- › At Madley Brook Primary School and Nursery, we believe that all children, regardless of gender, religion or background, have the right to access age-appropriate RSE and, as such, uphold our right to teach Relationships and Sex Education (RSE) to meet the needs of our pupils. See below for our reasons. That said, we understand and respect that parents have the right to request that their child be withdrawn from some or all of Sex Education (see below for more information on *Right to Withdraw*). There is no right to withdraw from Relationships Education or Health Education.
- › Brook (www.brook.org.uk), the PSHE Association (www.pshe-association.org.uk) and the Sex Education Forum (www.sexeducationforum.org.uk) worked together to produce advice for schools which supplements the DfE's guidance.
- › This advice states:
- › Teaching RSE is vital – done well, it is enriching for teachers and pupils alike. It also helps schools fulfil their duties to protect, safeguard and promote the wellbeing of their pupils.

2. Statutory requirements

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](#).

At Madley Brook Primary School we teach RSE as set out in this policy.

3. Definition

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, PE and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Why is it important?

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

- Children and young people have a right to good quality education and to protection from any kind of exploitation (being taken advantage of), as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.
- The Department of Health set out its ambition for all children and young people to receive high quality RSE in the Sexual Health Improvement Framework (2013), while the Department for Education's paper *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.
- Madley Brook Primary School wishes to provide RSE that prepares our pupils to lead safe, fulfilling and enjoyable lives and is in accordance with DfE guidelines.

4. Curriculum

Our curriculum is set out as per Appendix 1 (PSHE/RSE SKILLS AND PROGRESSION DOC) but we may adapt it as and when necessary.

We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- › Preparing boys and girls for the changes that adolescence brings
- › How a baby is conceived and born

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

5. Delivery of RSE

The teaching of RSE:

At Madley Brook Primary School, we have a PSHE curriculum which covers relationships, staying safe, keeping healthy and feelings/emotions (SCARF). This is a progressive scheme and builds on pupils learning year on year, ensuring that every aspect covered is age appropriate. In addition to this, aspects of RSE are included in work for other subjects such as Science, computing, Religious Education and PE. In each year group, PSHE Education is delivered by a teacher, HLTA or external specialist.

See *Appendix 1 - (PSHE RSE SKILLS AND PROGRESSION DOC)*
Appendix 2 – requirements for end of Primary School.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships

› Being safe

In year 5, the children have a session delivered by the school nurse looking at puberty, following this a period talk with the girls in the year group.

In year 6, the children have a session delivered by the school nurse looking at how a baby is made.

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).

6. Roles and responsibilities

6.1 The governing board

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

6.2 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 8).

6.3 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.

All teachers will teach RSE within the school. If a HLTA is to deliver a lesson, a detailed conversation about the lesson will take place beforehand.

Confidentiality

The school's work in RSE will result in sensitive issues being discussed, either with groups of pupils or with individuals. We will:

- reassure pupils that their best interests will be maintained;
- encourage pupils to talk to their parents/carers and provide support in this if necessary;
- ensure that pupils are aware that teachers cannot offer unconditional confidentiality;
- inform pupils that if an external agency needs to be informed, they will be told first and supported appropriately;
- uphold Child Protection guidelines and procedures if there is any possibility of abuse;
- ensure that pupils are informed of sources of confidential help.

6.4 Pupils

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

7. Parents' right to withdraw

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

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher. Alternative work will be given to pupils who are withdrawn from sex education.

8. Training

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

The head teacher 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.

9. Monitoring arrangements

The delivery of RSE is monitored by the PSHE/RSE Subject Leader and SLT through:

Regular learning walks, book scrutinies (where appropriate) and staff/pupil questionnaires.

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

This policy will be reviewed by the head teacher every two years.

At every review, the policy will be approved by the governing board.

Approved by:

Date:

Last reviewed on:

Next review due by:

Appendix 1: Curriculum map

COLOUR CODING –

BLACK: PSHE lessons that may include RSE objectives

PURPLE: outside provider

DARK BLUE: covered through science curriculum

RED: specific RSE objectives

LIGHT BLUE: PSHE lesson but sensitive objectives

Personal, Social, Health and Economic (PSHE)/RSE			
NURSERY/RECEPTION			
For the children in Madley Brook nursery and reception, PSHE lessons will be continuously taught through all activities and lessons. For RSE, the children will have standalone lessons and staff will make sure they have communicated with parents/SLT if there is any material that may be sensitive.			
NURSERY Knowledge for the year	RECEPTION Knowledge of the year	Key Vocabulary for the year	
		NURSERY	RECEPTION
I can tell you some things I like.	I can tell you some things that make us the same and some things that make us different.	<ul style="list-style-type: none"> Like/dislike Covered Private trusted Penis (marvellous me) Vulva Special Feelings Emotions e.g. happiness, sadness, anger, fear, surprise, nervousness Similarities/differences talent/skill/quality family 	<ul style="list-style-type: none"> Same/different Individual Special Family Safe Kind/caring Medicine/paracetamol/ ibuprofen Appropriate/ inappropriate touches (listening to my feelings) emergency services online safety friend
I can talk about how we can look after each other.	I can tell you people who are special to me.		
I can tell you some of the ways I can look after my classroom.	I can tell you about different feelings.		
I can tell you when I have had to 'keep trying' at something.	I can tell you why it's good that we're not all the same.		
I can tell you that we need sleep and exercise.	I can tell you about different types of houses.		
I can talk about healthy foods.	I can tell you about kind words and kind actions.		

I can tell you some things that are the same or different about us.	I can tell you some ways to keep safe indoors and outdoors. I can also tell you about things which are unsafe.	<ul style="list-style-type: none"> • emergency services • staying safe • medicine • first aid • healthy/unhealthy • germs • food/exercise/sleep • energy • Growth Mindset 	<ul style="list-style-type: none"> • money • Growth Mindset • Energy • Muscles • Exercise and sleep • Lifecycle • Child • Teenager • Adopted • Penis/testicles (me and my body) • Vulva/vagina • Sperm • Stereotypes •
I can tell you about my family.	I can tell you the people who keep us safe.		
I can tell you how we can be kind to our friends.	I can tell you what I should do if something is unsafe.		
I can tell you about how I can stay safe.	I can tell you when my friends would need help.		
I can tell you some of the people who keep us safe.	I can tell you some things I can do to be helpful at home.		
	I can tell you some things I can do to look after our classroom.		
I can tell you why I am special.	I can tell you about what we need money for.		
	I can tell you about what I can do if I find something challenging.		
	I can tell you about different types of exercise and how these keep our body healthy.		
	I can tell you about different types of foods and how they keep us healthy.		
	I can tell you about some stages in different life cycles.		
	I can identify a range of adults in my life that I can trust and ask for help.		
	I can tell you which body parts girls and boys have that are the same and which body parts are different.		
	I can tell you the different human life stages.		

I can tell you how I have changed from a baby

Key Stage 1: Years 1 and 2

		Knowledge	Skills	Key Vocabulary
Year A	Autumn 1	<ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these. • Identify a range of feelings; • Identify how feelings might make us behave: 	<ul style="list-style-type: none"> • Participating in discussions • Listening to others • Suggest strategies for someone experiencing 'not so good' feelings to manage these. • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. 	<ul style="list-style-type: none"> • Rules • Feelings • Happy • Sad • Angry • Family • Worried • Nervous/anxious • Safe/Unsafe •
	Key facts for memory	<ul style="list-style-type: none"> • Understand a range of feelings 	<ul style="list-style-type: none"> • Know who to talk to when they feel unsafe. 	<ul style="list-style-type: none"> •
	Autumn 2 Valuing Difference	<ul style="list-style-type: none"> • Identify the differences and similarities between people; • Begin to appreciate the positive aspects of these differences • Recognise and explain what is fair and unfair, kind and unkind; • 	<ul style="list-style-type: none"> • Participating in discussions • Listening to others • Suggest ways they can show kindness to others. • Empathise with those who are different from them • Identify some of the people who are special to them; • Recognise and name some 	<ul style="list-style-type: none"> • Differences • Similarities • Unfair • Fair • Unkind • Kind • Special •

			<ul style="list-style-type: none"> of the qualities that make a person special to them. 	
	Key facts for memory	<ul style="list-style-type: none"> Be able to explain fair and unfair, kind and unkind; 	<ul style="list-style-type: none"> Understand that people are different/similar and appreciate those differences. 	<ul style="list-style-type: none">
	Spring 1 Keeping Myself Safe	<ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Science lessons Recognise that exercise and sleep are important parts of a healthy lifestyle. Science lessons Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Science lessons Identify simple bedtime routines that promote healthy sleep. Science lessons Understand that medicines can sometimes make people feel better when they're ill; Identify people who can help them when they feel unsafe. Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the 	<ul style="list-style-type: none"> Participating in discussions Listening to others Explain simple issues of safety and responsibility about medicines and their use. Recognise emotions and physical feelings associated with feeling unsafe; Start thinking about who they trust and who they can ask for help. 	<ul style="list-style-type: none"> Healthy Exercise Safe Unsafe Emotions Nervous Anxious Worried Food Water Oxygen Medicine Symptom Physical contact Acceptable Comfortable Unacceptable Uncomfortable

	<ul style="list-style-type: none"> right to say “no” to unwanted touch; 		
Key facts for memory	<ul style="list-style-type: none"> The body needs healthy food and sleep. 	<ul style="list-style-type: none"> Medicine is used to help people better 	<ul style="list-style-type: none"> Understand reasons for safety when using medicine.
Spring 2 Rights and Responsibilities	<ul style="list-style-type: none"> Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). Identify what they like about the school environment; Recognise who cares for and looks after the school environment. Explain the importance of looking after things that belong to themselves or to others. How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<ul style="list-style-type: none"> Participating in discussions Listening to others Demonstrate responsibility in looking after something (e.g. a class pet or plant); 	<ul style="list-style-type: none"> Money Safe Responsibility Respect First-aid Emergency services
Key facts for memory	<ul style="list-style-type: none"> Recognise different money 	<ul style="list-style-type: none"> Save money in a bank 	<ul style="list-style-type: none">
Summer 1	<ul style="list-style-type: none"> Recognise that learning a new 	<ul style="list-style-type: none"> Participating in discussions 	<ul style="list-style-type: none"> Resilience

	Being my Best	<p>skill requires practice and the opportunity to fail, safely;</p> <ul style="list-style-type: none"> • Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health. • Recognise that they may have different tastes in food to others; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. 	<ul style="list-style-type: none"> • Listening to others • Suggest what foods would make a healthy lunch 	<ul style="list-style-type: none"> • Achievement • Perseverance • Healthy • Unhealthy • Fruit • Vegetables •
	Key facts for memory	<ul style="list-style-type: none"> • Eat 5 portions of fruit/veg to stay healthy. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
	Summer 2 Growing and Changing	<ul style="list-style-type: none"> • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages. • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. 	<ul style="list-style-type: none"> • Participating in discussions • Listening to others • Explain the difference between teasing and bullying; • Identify different parts of the body • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep 	<ul style="list-style-type: none"> • Heart • Lungs • Blood • Stomach • Intestines • Brain • Change • Grow/grown • Bullying • Unkind • Tease • Bully • Baby • Toddler • Surprise • Secret

		<ul style="list-style-type: none"> • Explain the difference between a secret and a nice surprise; • . 		
	Key Facts for Memory	<ul style="list-style-type: none"> • Name and label the internal organs 	<ul style="list-style-type: none"> • Know the difference between teasing and bullying 	<ul style="list-style-type: none"> •
Year B	Autumn 1 Me and My Relationships	<ul style="list-style-type: none"> • Explain the difference between bullying and isolated unkind behaviour; • Recognise that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Recognise that friendship is a special kind of relationship; • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Take part in creating and agreeing classroom rules. • 	<ul style="list-style-type: none"> • Participating in discussions • Listening to others • Identify some of the ways that good friends care for each other. • Identify helpful ways of responding to other's feelings. • Suggest actions that will contribute positively to the life of the classroom; • 	<ul style="list-style-type: none"> • Bullying • Unkind • Relationship • Friendship • Friends • Care • Kind • Feelings • Happy • Scared • Worried • Surprised • Angry • Nervous • Excited • Bored
	Key facts for memory	<ul style="list-style-type: none"> • Understand the meaning of a rule 	<ul style="list-style-type: none"> • Identify qualities if a friend 	<ul style="list-style-type: none"> •
	Autumn 2 Valuing Difference	<ul style="list-style-type: none"> • Explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Identify groups they are part of; 	<ul style="list-style-type: none"> • Participating in discussions • Listening to others • Suggest and use strategies for helping someone who is feeling left out. • Suggest strategies for 	<ul style="list-style-type: none"> • Friends • Cooperate • Lonely • Feelings • Relationships

	<ul style="list-style-type: none"> • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); • Know and use words and phrases that show respect for other people. 	<p>dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p> <ul style="list-style-type: none"> • Identify people who are special to them; • Explain some of the ways those people are special to them. • Identify some of the physical and non-physical differences and similarities between people; 	<ul style="list-style-type: none"> • Friendship • Listen
Key facts for memory	<ul style="list-style-type: none"> • Understand special people in their life. 	<ul style="list-style-type: none"> • Identify similarities/differences 	<ul style="list-style-type: none"> •
<p>Spring 1 Keeping Myself Safe</p> <p>SCARF SENSITIVE LESSONS: Some secrets should never be kept.</p>	<ul style="list-style-type: none"> • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help. • Understand that medicines can sometimes make people feel better when they're ill; • Explain simple issues of safety and responsibility about medicines and their use. • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify who they can talk to if 	<ul style="list-style-type: none"> • Participating in discussions • Listening to others • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. • Identify how inappropriate touch can make someone feel; 	<ul style="list-style-type: none"> • Safe • Unsafe • Medicines • Relationships • Appropriate • Surprises • Secret • Fun • Uncomfortable • Genitals • Penis • Vulva • Private parts •

	<p>someone touches them in a way that makes them feel uncomfortable.</p> <ul style="list-style-type: none"> • Identify safe secrets (including surprises) and unsafe secrets; • Understand that there are unsafe secrets and secrets that are nice surprises; • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. 		
Key facts for memory	<ul style="list-style-type: none"> • Know the names for boys/girls' private parts 	<ul style="list-style-type: none"> • Understand the difference between secret and surprise 	<ul style="list-style-type: none"> • Know who they can talk to if unsafe
Spring 2 Rights and Responsibilities	<ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom. • Explain, and be able to use, strategies for dealing with impulsive behaviour. • Know how to ask for help. 	<ul style="list-style-type: none"> • Participating in discussions • Listening to others • Recognise strategies to use when they become angry/upset • Identify special people in the school and community who can help to keep them safe; • 	<ul style="list-style-type: none"> • Respect • Rules • Responsibility • Behaviour • Feelings • Angry • Upset
Key facts for memory	•	•	•
Summer 1 Being my Best	<ul style="list-style-type: none"> • Help themselves and others develop a positive attitude that support their wellbeing; • Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and 	<ul style="list-style-type: none"> • Participating in discussions • Listening to others • Identify and describe positive mindset strategies they can apply to their own learning. • Identify different parts of the body e.g. heart, lungs, blood, 	<ul style="list-style-type: none"> • Attitude • Wellbeing • Perseverance • Aspiration • Self-belief • Self esteem

	<p>sleep are important to health</p> <ul style="list-style-type: none"> • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood. • 	stomach	<ul style="list-style-type: none"> • Achievement • Mindset • Healthy • Unhealthy • Exercise • Heart • Blood • Lungs • Stomach • Small intestines • Large intestines • Brain • Food • Water • Oxygen
Key facts for memory	<ul style="list-style-type: none"> • Body gets energy from food, water and oxygen 	<ul style="list-style-type: none"> • Exercise and sleep are important for health 	<ul style="list-style-type: none"> •
Summer 2 Growing and Changing	<ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others. • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages. • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. • How to make a clear and efficient call to emergency services if necessary 	<ul style="list-style-type: none"> • Participating in discussions • Listening to others • Can give positive feedback to others 	<ul style="list-style-type: none"> • Teamwork • Cooperation • Grow • Grown • Growing up • Change • Feeling • Sad • Unhappy • First-aid

		<ul style="list-style-type: none"> • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. • 		
	Fey Facts for Memory	<ul style="list-style-type: none"> • Dial 999 for emergency services 	<ul style="list-style-type: none"> • Different stages of growth and the order. 	<ul style="list-style-type: none"> •
Lower Key Stage 2: Years 3 and 4				
Year A		Knowledge	Skills	Key Vocabulary
	Autumn 1 Me and My Relationships	<ul style="list-style-type: none"> • What a dare is. • That no-one has the right to force them to do a dare/ something they do not want to do. • Understand that we have different views and don't always agree with each other. • Qualities of being a good friend/ how they can be a good friend. • Strategies to resolve conflict and make up again if they fall out with each other. • Reasons why friends sometimes fall out. • Strategies to use if they are made to feel uncomfortable and unsafe (when someone asks them to do a dare). 	<ul style="list-style-type: none"> • Accept the views of others and understand that we don't always agree with each other. • Give ideas about what I do to be a good friend and give some ideas about how to make up with a friend if they fall out. • Rehearse and demonstrate simple strategies for resolving given conflict situations. Rehearse and use, now or in the future, skills for making up again. • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the 	<ul style="list-style-type: none"> • Conflict • Resolution • Strategies • Qualities • Agree/ disagree • Points of view/ viewpoint • Dare

			<p>thinking behind their ideas and opinions.</p> <ul style="list-style-type: none"> • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • 	
	Key facts for memory	<ul style="list-style-type: none"> • What is a dare 	<ul style="list-style-type: none"> • Know ways to resolve conflict 	<ul style="list-style-type: none"> •
	<p>Autumn 2</p> <p>Valuing Difference</p> <p>SCARF SENSITIVE LESSONS: FAMILY AND FRIENDS</p>	<ul style="list-style-type: none"> • Factors that make people similar or different to each other. • That repeated name-calling is a form of bullying. • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is. • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. • Recognise that there are many different types of family. 	<ul style="list-style-type: none"> • Recognise the factors that make people similar to and different from each other; • Suggest strategies for dealing with name calling (including talking to a trusted adult). • Recognise potential risks associated with browsing online; • 	<ul style="list-style-type: none"> • Diverse • Prejudice • Similarities • Differences • Valued • Origin • Ethnicity • Religion • Qualities • Adoption • Fostering • Same-sex relationships • Discrimination • Private/public profiles • Prescription • Illegal •

	<ul style="list-style-type: none"> • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' • Understand that medicines are drugs and suggest ways that they can be helpful or harmful. • Evaluate the validity of statements relating to online safety; • Be able to give strategies for safe browsing online. • 		
Key facts for memory	<ul style="list-style-type: none"> • Understand adoption, fostering and same sex relationships 	<ul style="list-style-type: none"> • Understand diversity in people 	<ul style="list-style-type: none"> •
Spring 1 Keeping Myself Safe	<ul style="list-style-type: none"> • What makes a situation safe or unsafe. • Who can help if a situation is unsafe. • Strategies for keeping safe. • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Understand that medicines are drugs and suggest ways that 	<ul style="list-style-type: none"> • Identify situations which are safe or unsafe. • Suggest strategies for keeping safe. • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks. Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens. 	<ul style="list-style-type: none"> • Risk • Risk factor • Safe • Unsafe • Trusted adult • Personal information • Appropriate

	<p>they can be helpful or harmful. Identify some key risks from and effects of cigarettes and alcohol;</p> <ul style="list-style-type: none"> • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs. 		
Key facts for memory	<ul style="list-style-type: none"> • Understand the word drug 	<ul style="list-style-type: none"> • Know that alcohol and smoking is a drug 	<ul style="list-style-type: none"> • Understand ways to stay safe online
Spring 2 Rights and Responsibilities	<ul style="list-style-type: none"> • Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people. 	<ul style="list-style-type: none"> • Understand the difference between 'fact' and 'opinion'. • Understand how an event can be perceived from different viewpoints. • Plan, draft and publish a recount using the appropriate language. 	<ul style="list-style-type: none"> • Fact • Opinion • Recount • Perceive/ perception • Viewpoint
Key facts for memory	<ul style="list-style-type: none"> • Fact is something that can be proved 	<ul style="list-style-type: none"> • Opinion is what someone thinks 	<ul style="list-style-type: none"> •
Summer 1 Being My Best SCARF SENSITIVE LESSONS: I am fantastic	<ul style="list-style-type: none"> • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media. • Explain how some infectious illnesses are spread from one person to another; • Suggest medical and non- 	<ul style="list-style-type: none"> • Identify their achievements and areas of development; • Explain some of the different talents and skills that people have and how skills are developed. • Recognise their own skills and those of other children in the class. 	<ul style="list-style-type: none"> • Infectious • Hygiene • Achievements • Aspirations • Body image • Diversity • Media influence • Ability • Aptitude • flair • Disabled

		<p>medical ways of treating an illness.</p> <ul style="list-style-type: none"> • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses. • 		<ul style="list-style-type: none"> • ethnic minorities, • Transgender • women in certain roles • socially disadvantaged
	Key facts for memory	<ul style="list-style-type: none"> • Understand ways to remain clean and stop spread of diseases 	<ul style="list-style-type: none"> • Understand representation of people in the media. 	<ul style="list-style-type: none"> •
	Summer 2 Growing and changing	<ul style="list-style-type: none"> • Identify different types of relationships. • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. • Understand what is meant by the term body space (or personal space). • Strategies for when someone is inappropriately in their body space. • 	<ul style="list-style-type: none"> • Recognise who they have positive healthy relationships with. • Recognise how different surprises and secrets might make them feel. • Identify when it is appropriate or inappropriate to allow someone into their body space. • Rehearse strategies for when someone is inappropriately in their body space. 	<ul style="list-style-type: none"> • Body space/ personal space. • Physical contact • Healthy/ positive relationship • Secret • Surprise • Relationship • Safe/ unsafe • Inappropriate/ appropriate •
	Key facts for memory	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • understand term body space 	<ul style="list-style-type: none"> •
Year B	Autumn 1 Me and My Relationships	<ul style="list-style-type: none"> • Explain what we mean by a 'positive, healthy relationship'; • Recognise that there are times when they might need to say 'no' to a friend; 	<ul style="list-style-type: none"> • Describe some of the qualities that they admire in others. • 	<ul style="list-style-type: none"> • Assertive • Bullying • Pressure • Acceptable/ unacceptable • Qualities

		<ul style="list-style-type: none"> • Describe appropriate assertive strategies for saying 'no' to a friend. • Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state. • Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from 		<ul style="list-style-type: none"> • Unkind • Teasing • Repeatedly •
	<p>Key facts for memory</p>	<ul style="list-style-type: none"> • Know ways to say no to a friend 	<ul style="list-style-type: none"> • How to respond to bullying 	<ul style="list-style-type: none"> •
	<p>Autumn 2 Valuing Difference</p>	<ul style="list-style-type: none"> • List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); • Define the word respect and demonstrate ways of showing respect to others' differences. • Understand and identify stereotypes, including those promoted in the media. • Know some of the ways that people are different to each 	<ul style="list-style-type: none"> • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively 	<ul style="list-style-type: none"> • Stereotype • Media/ media influence • Gender • Ethnicity • Customs • Religious beliefs • Respect • Friendly disposition • Aggressive behaviour • Victim • apology

		other (including differences of race, gender, religion);		
Key facts for memory	<ul style="list-style-type: none"> • understand how people can be different to each other 	<ul style="list-style-type: none"> • understand the word stereotypes 		<ul style="list-style-type: none"> •
Spring 1 Keeping Myself Safe	<ul style="list-style-type: none"> • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). • Describe stages of identifying and managing risk; • Suggest people they can ask for help in managing risk. • Understand that we can be influenced both positively and negatively; • Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. • Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk. • Identify from given scenarios which are dares and which are not; 	<ul style="list-style-type: none"> • Suggest strategies for managing dares • 		<ul style="list-style-type: none"> • Risk • Influence • Consequences • Danger • Risk • Hazard • Social norm • Trusted adult • Dare •

	Key facts for memory	<ul style="list-style-type: none"> Understand the words: risk, danger 	<ul style="list-style-type: none"> Know key risks of smoking /alcohol; 	<ul style="list-style-type: none">
	Spring 2 Rights and Responsibilities	<ul style="list-style-type: none"> Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Define the word influence; Recognise that reports in the media can influence the way they think about a topic; Understand the reason we have rules; Recognise that everyone can make a difference within a democratic process. 	<ul style="list-style-type: none"> Prioritise items of expenditure in the home from most essential to least essential. Prioritise public services from most essential to least essential. Recognise that they can play a role in influencing outcomes of situations by their actions. Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); 	<ul style="list-style-type: none"> Income Expenditure Essential Payslip/ pay Deduction Income tax National insurance VAT payslip Bystander Passive active Anti-social behaviour Bullying Influence Democratic/ democracy
	Key facts for memory	<ul style="list-style-type: none"> Income is money coming in 	<ul style="list-style-type: none"> Expenditure is money spent 	<ul style="list-style-type: none">
	Summer 1 Being My Best	<ul style="list-style-type: none"> Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. 	<ul style="list-style-type: none"> Give examples of choices they make for themselves and choices others make for them; Plan a menu which gives a 	<ul style="list-style-type: none"> Balanced diet Choices/ healthy choices The Seven Rs (refuse, reduce, re-use, rot, recycle, repair, rethink).

		<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Understand the ways in which they can contribute to the care of the environment • Know how to make a clear and efficient call to emergency services if necessary. • Understand basic first-aid, for example dealing with common injuries, including head injuries 	<p>healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</p> <ul style="list-style-type: none"> • Suggest ways the Seven Rs recycling methods can be applied to different scenarios. • 	
	<p>Key facts for memory</p>	<ul style="list-style-type: none"> • Body needs energy from food, water and sleep 	<ul style="list-style-type: none"> • Understand ways to help with basic first aid 	<ul style="list-style-type: none"> •
	<p>Summer 2 Growing and Changing</p> <p>SCARF SENSITIVE LESSONS: All change/ Together/period positive (year 4 lesson only)</p>	<ul style="list-style-type: none"> • Name some positive and negative feelings; • Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents; • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens. • Understand that marriage is a commitment to be entered into 	<ul style="list-style-type: none"> • Take part in a role play practising how to compromise. • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. 	<ul style="list-style-type: none"> • Positive/ negative • Puberty • Physical/ emotional impact • Genitalia (and correct terminology for both male and female genitalia) • Female: vulva, (see note, below*), vagina, ovaries, eggs, womb, clitoris, labia, breasts • Male: penis, testicles, sperm, pubic hair • Vulva: external parts of female genitals which are visible. This includes the clitoris, two sets of labia. • Puberty • Commitment

		<p>freely and not against someone's will;</p> <ul style="list-style-type: none"> Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. 		<ul style="list-style-type: none"> Marriage civil partnership partnership forced marriages parental consent period menstrual cycle
	Key facts for memory	<ul style="list-style-type: none"> use correct terms for genitalia 	<ul style="list-style-type: none"> understand marriage 	<ul style="list-style-type: none"> understand ways to cope with periods
Upper Key Stage 2: Years 5 and 6				
		Knowledge	Skills	Key Vocabulary
Year A	Autumn 1 Me and My Relationships	<ul style="list-style-type: none"> Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. Recognise basic emotional needs, understand that they change according to circumstance. Identify what things make a relationship unhealthy; Identify who they could talk to if 	<ul style="list-style-type: none"> Understand and rehearse assertiveness skills. 	<ul style="list-style-type: none"> Risk Emotional needs Circumstance Passive Aggressive Assertive

	<p>they needed help.</p> <ul style="list-style-type: none"> • Identify characteristics of passive, aggressive and assertive behaviours; • Define some key qualities of friendship; • Describe ways of making a friendship last; • Explain why friendships sometimes end. 		
Key facts for memory	<ul style="list-style-type: none"> • Understand passive/aggressive/assertive 	•	•
<p>Autumn 2 Valuing Difference</p> <p>SCARF SENSITIVE LESSONS: Is it true</p>	<ul style="list-style-type: none"> • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Understand that the information we see online, either text or images, is not always true or accurate; • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; • Understand and explain the difference between sex, gender 	<ul style="list-style-type: none"> • Empathise with people who have been, and currently are, subjected to injustice, including through racism; • 	<ul style="list-style-type: none"> • Diverse/ diversity • Mutual respect • Gender identity • Gender expression • Gender orientation • Racism • Injustice • Empathy • Segregation • Discrimination • Respect • Tolerance • Understanding • Kindness • Acceptance • Thoughtfulness •

		<p>identity, gender expression and sexual orientation.</p> <ul style="list-style-type: none"> • Develop an understanding of discrimination and its injustice, and describe this using examples; • Consider how discriminatory behaviour can be challenged. 		
	<p>Key facts for memory</p>	<ul style="list-style-type: none"> • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
	<p>Spring 1 Keeping Myself Safe</p>	<ul style="list-style-type: none"> • Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; • Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; • Know how to protect personal information online; • Recognise disrespectful behaviour online and know how to respond to it. • Recognise and describe the difference between online and face-to-face bullying. • Understand the actual norms around smoking and the reasons for common misperceptions of 	<ul style="list-style-type: none"> • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; • Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; • 	<ul style="list-style-type: none"> • Privacy • Consequences • Safe/ unsafe • Personal information • Disrespectful • Risk • Bullying • Misperception

		these.		
Key facts for memory	<ul style="list-style-type: none"> Know ways to keep personal information safe on the internet 	<ul style="list-style-type: none"> Know who to talk to if they receive inappropriate messages online. 		
Spring 2 Rights and Responsibilities	<ul style="list-style-type: none"> Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out. Explain what we mean by the terms voluntary, community and pressure (action) group – community cohesion project Give examples of voluntary groups, the kind of work they do and its value – community cohesion project. Identify, write and discuss issues currently in the media concerning health and wellbeing; Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community. 	<ul style="list-style-type: none"> Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. 	<ul style="list-style-type: none"> Opinion Recommendation Responsibility Right Duty Impact Voluntary (group) Community (group) Pressure/ action (group) Health Well-being Council/ councillor Elected/ election 	
Key facts for memory	<ul style="list-style-type: none"> Understand the word community and ways to build 	<ul style="list-style-type: none"> Understand local councils 		
Summer 1	<ul style="list-style-type: none"> Identify people who are 	<ul style="list-style-type: none"> Recognise that the way people 	<ul style="list-style-type: none"> Portrayal 	

	<p>Being My Best</p>	<p>responsible for helping them stay healthy and safe;</p> <ul style="list-style-type: none"> Identify ways that they can help these people. Describe 'star' qualities of celebrities as portrayed by the media; Describe 'star' qualities that 'ordinary' people have. Know how to make a clear and efficient call to emergency services if necessary. Understand basic first-aid, for example dealing with common injuries, including head injuries 	<p>are portrayed in the media isn't always an accurate reflection of them in real life;</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Media Accurate reflection
	<p>Key facts for memory</p>	<ul style="list-style-type: none"> Identify ways celebrities are normal people. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<p>Summer 2</p> <p>Growing and Changing</p> <p>SCARF SENSITIVE LESSONS:</p> <p>Changing bodies and feelings/ growing up and changing bodies/ Stop start stereotypes</p>	<ul style="list-style-type: none"> List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. Explain the difference between 	<ul style="list-style-type: none"> Recognise how our body feels when we're relaxed; Identify situations where someone might need to break a confidence in order to keep someone safe. Identify people who can be trusted; 	<ul style="list-style-type: none"> Puberty Hormones Conflict Resilient/ resilience Puberty Female Genital Mutilation - FGM Correct terms for external sexual organs Menstruation Deodorant Sanitary products Safe/ unsafe Appropriate/ inappropriate Acceptable/ unacceptable Comfortable/ uncomfortable 	

		<ul style="list-style-type: none"> a safe and an unsafe secret; • Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped. • 		<ul style="list-style-type: none"> • Secret • Confidential • Break a confidence • Biological sex • Gender identity • Gender expression • Sexual identity
	Key facts for memory	<ul style="list-style-type: none"> • Know correct names for external sexual organs 	<ul style="list-style-type: none"> • Understand menstruation 	<ul style="list-style-type: none"> • Understand gender identity.
Year B	Autumn 1 Me and My Relationships SCARF SENSITIVE LESSONS: Acting appropriately	<ul style="list-style-type: none"> • List some assertive behaviours; • Explain what is meant by the terms 'negotiation' and 'compromise'; • Suggest positive strategies for negotiating and compromising within a collaborative task; • Recognise that some types of physical contact can produce strong negative feelings; • Know that some inappropriate touch is also illegal – NSPCC PANTS 	<ul style="list-style-type: none"> • Recognise peer influence and pressure; • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure. • Demonstrate positive strategies for negotiating and compromising within a collaborative task. 	<ul style="list-style-type: none"> • Peer influence/ pressure • Negotiation • Compromise • Assertive • Collaborative • Inappropriate • Illegal • Positive • Negative • Neutral
	Key facts for memory	<ul style="list-style-type: none"> • Understand the words: negotiation and compromise 	<ul style="list-style-type: none"> • Know ways to resist peer pressure 	<ul style="list-style-type: none"> •

	Autumn 2 Valuing Difference	<ul style="list-style-type: none"> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; 	<ul style="list-style-type: none"> Describe positive attributes of their peers. Demonstrate ways of offering support to someone who has been bullied. 	<ul style="list-style-type: none"> Bullying Physical, verbal, psychological Bystander Identity Fictitious sexuality Discrimination/ discriminatory behaviour Prejudice Bystander Attributes Diverse Mutual respect
	Key facts for memory	<ul style="list-style-type: none"> Understand term bystander and ways to deal with it. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	Spring 1 Keeping Myself Safe	<ul style="list-style-type: none"> Understand that all humans have basic emotional needs and explain some of the ways these 	<ul style="list-style-type: none"> Accept that responsible and respectful behaviour is necessary when interacting 	<ul style="list-style-type: none"> Respectful/ disrespectful Responsible/ irresponsible Emotional needs

	<p>SCARF SENSITIVE LESSONS:</p> <p>To share or not to share</p>	<p>needs can be met;</p> <ul style="list-style-type: none"> • Explain how these emotional needs impact on people's behaviour; • Suggest positive ways that people can get their emotional need met. • Understand and describe the ease with which something posted online can spread. • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online; • Know how to keep their information private online. • Explain how drugs can be categorised into different groups depending on their medical and legal context; • Demonstrate an understanding that drugs can have both medical and non-medical uses; • Explain in simple terms some of the laws that control drugs in this country. • Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; 	<p>with others online and face-to-face;</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Misperception • Risk • Illegal • Private/ privacy • Personal/ personal information
--	---	--	---	--

	<ul style="list-style-type: none"> Describe some of the effects and risks of drinking alcohol. 		
Key facts for memory	<ul style="list-style-type: none"> Know how drugs can be categorised. 	<ul style="list-style-type: none"> it is illegal to create and share sexual images of children under 18 years old; 	<ul style="list-style-type: none">
Spring 2 Rights and Responsibilities	<ul style="list-style-type: none"> Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives. Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way. Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term 		<ul style="list-style-type: none"> Legal age Sustainable/ environmentally sustainable Interest

		interest.		
	Key facts for memory	<ul style="list-style-type: none"> Understand ways to save money 	<ul style="list-style-type: none"> Know benefits of saving 	<ul style="list-style-type: none"> Know legal age for having social media account
	Summer 1 Being My Best	<ul style="list-style-type: none"> Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; - JUNIOR CITIZEN TRIP Concepts of basic first-aid, for example dealing with common injuries, including head injuries. How to make a clear and efficient call to emergency services if necessary. – IMPS SCHOOL TRIP 	<ul style="list-style-type: none"> Identify aspirational goals; Describe the actions needed to set and achieve these. Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. Assess a risk to help keep themselves safe. 	<ul style="list-style-type: none"> Aspiration Goals Risk Emotional risk
	Key facts for memory	<ul style="list-style-type: none"> Understand what a risk is and how best to prevent 		
	Summer 2 Growing and Changing	<ul style="list-style-type: none"> Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks. Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for 	<ul style="list-style-type: none"> Identify situations where someone might need to break a confidence in order to keep someone safe. 	<ul style="list-style-type: none"> Emotional response Qualities Change Strategies/ positive strategies Support Secret Safe/ unsafe Puberty Conception Orgasm Sexual intercourse Pregnancy

		<p>dealing with change;</p> <ul style="list-style-type: none"> • Identify people who can support someone who is dealing with a challenging time of change. • Explain the difference between a safe and an unsafe secret • Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means. • 		<ul style="list-style-type: none"> • Embryo • Adoption • Surrogacy • IVF
	<p>Key facts for memory</p>	<ul style="list-style-type: none"> • Know how the body changes to allow for sexual reproduction 	<ul style="list-style-type: none"> • Know the legal age of consent 	<ul style="list-style-type: none"> • Know variety of ways the egg can be fertilised.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	