

Relationship and Health Education Policy

St Patrick's Catholic Voluntary Academy



Approved by:	Headteacher	Date: September 2023
---------------------	-------------	-----------------------------

Last reviewed on:	September 2024
--------------------------	----------------

Next review due by:	September 2025
----------------------------	----------------

Our Vision of Discipleship

We are a distinctive Catholic community, which lays strong foundations and values of lifelong learning. We believe we are made in the image of God and are special in his eyes. We will endeavor to ensure that school, parish and home, work as one. Saint Patrick's is a unique place of learning where all are motivated to be the best they can be. We embrace the inspirational challenge to nurture a Christ-centred curriculum.

Our approach is to take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well. By focusing on what unites societies rather than our differences, we strive to create a culture of tolerance, equality and friendship not just among pupils but all members of society.

We will provide a place where everyone can flourish, feel safe and are valued. We aim to provide innovative learning opportunities in a forward-thinking environment, where all are prepared to embark on future challenges with excitement and confidence. The world of learning will embed qualities such as integrity, honesty, faith and truth.

All children are challenged to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and rich curriculum. Our students are given time to explore subjects and develop deep understanding.

Our commitment is to enable our children to be confident, autonomous learners by developing a range of key learning skills including resilience, independence, patience, perseverance and teamwork. We want our children to be prepared for life in modern Britain and the global society and we understand the challenges our children will face in the next phase of life's journey.

Contents

1. Aims	3
2. Statutory requirements	4
3. Policy development.....	4
4. Definition	5
'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL' (Jn.10.10)	5
VALUES AND VIRTUES	6
AIM OF RSHE AND THE MISSION STATEMENT	6
Objectives	7
5. Our Curriculum	8
6. Delivery of Relationship and Health Education (RHE)	8
7. Use of external organisations and materials	11
8. Roles and responsibilities	12
9. Parents' right to withdraw	13
10. Training	13
11. Monitoring arrangements.....	13
12. Assessment	14
Policy Monitoring and Review	14
Implementation and Review of Policy.....	14

1. Aims

The aims of relationships and health (sex) education (RHE) 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
-
- › To create resilient, confident, healthy and independent children, who understand that their life has a purpose, recognising that each of us is created in the image of God. We will provide our children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within a diverse and multi-cultural community.
-
- › Exploring their rights and responsibilities, encouraging them to clarify values and attitudes that surround personal relationships, through encouraging them to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and

communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

- › They will reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose how to best deliver Personal, Social, Health Education (including Relationships and Health Education (RHE) for our children within the values of our distinctive Catholic Community. As we meet, the requirements set out in The Children's Act 2004 (Every Child Matters) that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being.'

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't 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. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- This policy also complies with our funding agreement and articles of association.

At St. Patrick's Catholic Voluntary Academy, we teach RHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties including Father, school nurse and so on were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

The DfE guidance states, that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”

This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe. In Secondary schools RSHE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”³

¹ Relationships Education, Relationships and Sex Education (RSHE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

² Relationships Education, Relationships and Sex Education (RSHE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 19

³ Relationships Education, Relationships and Sex Education (RSHE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 25

RATIONALE

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RHE therefore

is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RHE, therefore, will be placed firmly within the context of relationship, as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RHE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

At St Patrick's Voluntary Academy, we feel that RHE, in a safe school context is a positive opportunity to help young people deal with growing and maturing into adulthood. It is a chance to address the needs of young people with Christian perspective in a world that may present different pressures and values.

VALUES AND VIRTUES

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues, which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

AIM OF RHE AND THE MISSION STATEMENT

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and

understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a “positive and prudent sexual education”¹ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives

To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual’s commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;

¹ *Gravissimum Educationis* 1

- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation

5. Our Curriculum

Our PSHE curriculum is taught through our comprehensive weekly Personal, Social, Health and Economic curriculum, developed using the PSHE Association's Thematic Programme.' An overview of this learning, called a Content and Concept Organiser can be found on the School Website <https://www.st-patricks.sheffield.sch.uk/pshe-content-and-concept-organiser/> or a paper copy can be requested from Mrs. Verdon-Smith.

We have developed the curriculum in consultation with parents, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. We may need to adapt it as and when necessary through further consultation with our community including Governors, Parents, Father, Staff and so on.

6. Delivery of Relationship and Health Education (RHE)

Relationships education at St Patrick's Catholic Voluntary Academy is about the emotional, social and cultural development of pupils and 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
- › Health and Healthy lifestyles
- › Diversity and personal identity.

We offer four 'enhanced' RHE sessions in addition to these lessons in the Summer term where the children in Year 4, 5 and 6 explore:

- Relationships and changes.

- Preparing both boys and girls for the changes that adolescence brings boys and girls.
- How a baby develops (after conception) and the life cycle of humans.

Our enhanced RHE curriculum is available on the School Website following <https://www.st-patricks.sheffield.sch.uk/year-4-enhanced-sessions/> or <https://www.st-patricks.sheffield.sch.uk/year-56-enhanced-sessions/> including a parent letter which is updated yearly <https://www.st-patricks.sheffield.sch.uk/rshe-year-456-enhanced-sessions-parent-letter-2023/>.

Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE). We cover the statutory requirements of the Science National Curriculum:

Year 5 Living things and their Habitats: Pupils should be taught to:

- ♣ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- ♣ describe the life process of reproduction in some plants and animals.

Year 5 Animals including Humans: Pupils should be taught to:

- ♣ describe the changes as humans develop to old age.

Year 6 Animals including Humans: Pupils should be taught to:

- ♣ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- ♣ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- ♣ describe the ways in which nutrients and water are transported within animals, including humans.

Year 6 Evolution and Inheritance: Pupils should be taught to:

- ♣ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- ♣ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- ♣ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

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

RHE is not about the promotion of sexual activity.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will achieve this aim by being committed to a relationship and health education which encompasses our Christian ethos and...

1. is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages.
2. is taught by staff regularly trained in RHE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate).
3. works in partnership with parents and carers, informing them clearly about what their children will be learning and about how they can contribute at home.
4. delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
5. is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
6. promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
7. gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
8. gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
9. includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
10. fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RHE lessons and in every-day school life, we are all known and loved by God.
11. meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities.
12. seeks pupils' views about RHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

6.1 Inclusivity

We will teach about these topics in a manner that:

- › Considers how a diverse range of pupils will relate to them
- › Is sensitive to all pupils' experiences
- › During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress
- Are shared with parents if it is felt necessary or requested.

7. Use of external organisations and materials

We follow the national body for PSHE, the PSHE Association Thematic plan and only use PSHE Association approved resources, in combination with our Catholic School TenTen accredited resources. We will still ensure that any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)

- The [Education Act 1996](#)

- › Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses, ensuring that it is aligned with our Catholic faith and teaching.
- › Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- › Review any case study materials and look for feedback from other people the agency has worked with
- › Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- › Ask to see in advance any materials that the agency may use
- › Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- › Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- › Check the agency's protocol for taking pictures or using any personal data they might get from a session
- › Remind teachers that they can say "no" or, in extreme cases, stop a session
- › Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- › Work with external agencies that take or promote extreme political positions
- › Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Mrs. Sharon McKeown [the headteacher].

8.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RHE (see section 9). However, this is not applicable within our current planned and approved PSHE/ RHE curriculum. The headteacher is delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority.

PSHE/ RHE Co-ordinator

The co-ordinator, Mrs. Sarah Verdon-Smith PSHE and RHE lead, as well as Curriculum Lead is responsible for monitoring this delivery with Mrs. Sharon McKeown (Headteacher).

They also have a responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to the RHE and the provision of in-service training.

8.3 Staff

Staff are responsible for:

- › Delivering RHE in a sensitive way using approved resources
- › Modelling positive attitudes to RHE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to parents and pupils who may have queries or concerns around the PSHE/ RHE curriculum and wish to discuss or explore these further before the teaching.

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

8.4 Pupils

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

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Our PSHE and RHE curriculum has been carefully and sensitively created, we cover only Relationships and Health Education, as deemed appropriate for our children. We will continue to encourage parents to work in partnership with us through consultations, information sessions and leaflets, enabling parental access to the TenTen Parent Portal, providing support and materials for parents to help the children with their learning.

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing materials to be shared with their children at home and workshops to help parents/carers to find out more. Parents/ carers will be informed by letter when the more sensitive aspects of RHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

To support parents and carers there is access to the TenTen parent platform so that parent and carers, can engage with the teaching and deepen the experience for their child if they so wish.

To access the online parent platform please visit: www.tentenresources.co.uk/parent-portal

School Username: st-patricks-s5

School Password: wicklow-55

(Click Subscriptions, Online Parent Portal, Enter, Year Group by Year Group)

10. Training

Staff are trained on the delivery of RHE 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 professionals, to provide support and training to staff teaching RHE.

11. Monitoring arrangements

The delivery of RHE is monitored by Sarah Verdon-Smith SENCO and Curriculum Lead including PSHE and RHE Subject lead through:

A selection of the following each term:

Learning Walks, Book Looks, Planning Scrutinies, Lesson Observations, Pupil Voice, Parent Voice, Staff Voice.

12. Assessment

The assessment of RHE within PSHE will take place regularly, even young children will have some existing knowledge, skills, understanding, beliefs and misconceptions relating to many aspects. They will have been exposed to parental, family, peer, social, media and community views on different issues and they will be aware of a range of related attitudes and values. Learning in PSHE is not about reaching an end point, however rather developing knowledge, understanding, acceptance and awareness of themselves and each other. Finding out pupils' starting points is crucial to ensure that their learning is pitched appropriately, particularly to tackle any misconceptions held among the group. These can be explored by using baseline assessment activities such as:

- individual, small group or whole class mind-mapping, 'graffiti' sheets.
- 'draw and write'
- using photographs or pictures as a stimulus for a spider gram
- a 'round' where each pupil in turn contributes something they know about a topic.
- quizzes
- attitude continuums
- storyboards to illustrate current strategies for managing a given situation
- discussions, what we know, what we want to know and what we know now.
- end of theme assessed objectives.

Policy Monitoring and Review

This policy is monitored by the RHE Leader. It is evaluated and reviewed by the whole staff and Governors annually to ensure that it continues to meet the needs of the children, staff and parents, and that it is in line with current DfE advice and guidance.

At every review, the policy will be approved by Mrs. S. McKeown, headteacher.

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Autumn term 2023.

This policy will be reviewed at least every 2 years by the Head teacher, RHE Co-ordinator, the Governing Body and Staff. The next review date is [Autumn Term 2025](#).

September 2024

Appendix 1: Curriculum map



PSHE Yearly Overview:

(Based on the PSHE Association Thematic Builder Programme, adapted lesson by lesson for our children at St. Patrick's Catholic Voluntary Academy).



	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and Work	Physical health and Mental Wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping health; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and law; rights, freedoms and responsibilities	How the internet is used, assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty, external genitalia; personal hygiene routines; introduction to puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their roles and impact	Identifying job interests and aspirations, what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Physical and emotional changes in puberty; personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnerships and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting others points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Physical and emotional changes in puberty, human reproduction, independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

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

