



Elmsleigh

INFANT & NURSERY SCHOOL

Relationships and Sex Education Policy

Approved by:	Full Governors	Date: 1 st February, 2024
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Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6								
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	D
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not					Additional lesson on website			4	
	(R21) 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				Additional lesson on website				3	
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				Additional lesson on website				3	
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met				Additional lesson on website					
	(R24) how information and data is shared and used online									

Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6								
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	D
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)		5			3,5	4	2	4,5	
	(R26) 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					3	4			
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact					3	4			
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know					3,4				
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3,4				4			
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard			5		5			4	
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		4						4	
	(R32) where to get advice e.g. family, school and/or other sources		4			4	6	2	4	

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6								
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	D
Mental wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				1,2					
	(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	4	6	1	1	6	6	1	1,5,6	
	(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	4	6	6	2	5	6	1	1,5,6	
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	5		5			2		4	
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				1,2,6					
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				1-6	5,6				
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	1	3,4						5	
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3,4						3	
	(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)		4			4			4	
	(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough									

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6								
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	D
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits									
	(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing									
	(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private								3	
	(H14) why social media, some computer games and online gaming, for example, are age restricted									
	(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health								3	
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted									
	(H17) where and how to report concerns and get support with issues online								4	

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6							
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				1-6				
	(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise				1,2				
	(H20) the risks associated with an inactive lifestyle (including obesity)								
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				5				

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6							
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				2				
	(H23) the principles of planning and preparing a range of healthy meals				2				
	(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)				1,2,6				

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6								
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	D
Drugs, alcohol and tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				4					

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6								
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	D
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body									
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (suitable for KS1)					
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn				1,2					
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist				1,2					
	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing				3,6					
	(H31) the facts and science relating to allergies, immunisation and vaccination									

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Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6								
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	D
Basic first aid	(H32) how to make a clear and efficient call to emergency services if necessary									
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries									

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6								
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	D
Changing adolescent body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						4			
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle									

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APPENDIX 2 - END OF KEY STAGE EXPECTATIONS: 31

1. Aims

The aims of relationships and sex education (RSE) at Elmsleigh Infant and Nursery School 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 Elmsleigh, the child is at the centre of everything we do. Our school ethos and values is underpinned by the following:



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](#).

We must also have regard to our 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

At Elmsleigh Infant and Nursery School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff and parent Governors. 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 were invited to attend a meeting about the policy
4. Pupil consultation – we investigated the views from children and their interests linked to relationships and safety.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

The DfE Sex and Relationship guidance for RSE in 2000 is:

‘Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.’

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

It is recommended that that ‘Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives. Schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children.’

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are likely to be more discerning in their relationships and sexual behaviours and more likely to have fulfilling relationships.

5. Curriculum

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). RSE is also embedded within our core Elmsleigh values which were established in September 2021 which are reinforced on a daily basis in our daily practise, including assemblies.



At Elmsleigh, we may invite medical professionals or external agencies to discuss part of the science curriculum or share a safeguarding issue.

We follow the Jigsaw PSHE scheme across the whole school.

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

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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

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

6. Delivery of RSE

Continuity and progression will be generated through the adoption of a whole-school approach to the planning and delivery of clearly defined and progressive learning objectives

covering the knowledge, skills and understanding appropriate to the age and needs of children. This will be done through the Jigsaw PSHE scheme.

Active learning methods that support participation and encourage reflection will be used.

Teaching will be delivered:

1. Through a caring and committed ethos that models and supports positive relationships between all member of the school community.
2. Within an age-appropriate spiral programme as part of the PSHE and Science curriculums. This may also involve cross-curricular Literacy and Drama lessons.
3. Through special assemblies.
4. If necessary, through targeted intervention where appropriate with vulnerable children or as a response to any school issues or incidents.

The school uses the NSPCC 'PANTS' resources to deliver important messages to children about how to keep their bodies safe. Teachers will try to answer children's questions or concerns in a safe and age-appropriate way, using their professional expertise and seeking advice from external agencies if required. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues which encourages thoughtful participation.

If a child's question is inappropriate to address with the whole class, the teacher will attend to it later on an individual basis. If a teacher is concerned that a pupil is at risk of sexual abuse the Safeguarding Team (Karen Burton [DSL lead] and Tina Arckless [deputy DSL]) will be informed and the child protection procedures followed.

6.1 Inclusivity

We will teach about topics in a manner that:

1. Considers how a diverse range of pupils will relate to them
2. Is sensitive to all pupils' experiences
3. During lessons, makes pupils feel:
 - a. Safe and supported
 - b. Able to engage with the key messages

We will also:

4. Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - a. A whole-class setting
 - b. Small groups or targeted sessions
 - c. 1-to-1 discussions
 - d. Digital formats
5. 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 RSE 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

6.3

A safe learning environment

At Elmsleigh, RSE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that children are not pressurised to talk about their own personal issues in class.

- Nobody should be expected to answer a personal question
- Nobody will be forced to take part in a discussion
- If appropriate, the correct names for body parts will be used
- The meaning of words will be explained in a sensible and factual way

Equal Opportunities

Children may have varying needs regarding RSE depending on their circumstances and background. Elmsleigh Infant and Nursery School strongly believes that all pupils should have access to RSE that is relevant to their particular needs.

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).

Elmsleigh will take account of:

Gender issues

- Girls tend to have greater access to RSE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall be proactive in combating sexism and sexist bullying.
- Gender diversity will be introduced through the Jigsaw PSHE scheme in Year 2 in the Autumn, through the unit, Celebrating Difference.

Ethnic and Cultural Diversity

- Varied ethnic and cultural groups may have different attitudes to RSE. Elmsleigh Infant School will consult with relevant parents, taking account of their views and the views of different ethnic and cultural groups in line with Safeguarding.

Special Educational Needs

- We acknowledge the complex and diverse needs of our children at Elmsleigh Infant School and take into account the fact that many of our children may not be able to access the knowledge, skills or understanding of RSE. This will be taken into consideration at all times.
- **Sexuality**
- Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We will actively tackle any homophobic bullying.

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).

7. Use of external organisations and materials

We will make sure that an agency and 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 RSE 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
- 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 approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 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 9).

8.3 Staff

Staff are responsible for:

6. Delivering RSE in a sensitive way
7. Modelling positive attitudes to RSE
8. Monitoring progress
9. Responding to the needs of individual pupils
10. 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 class teachers are responsible for delivering the science curriculum across school. Class teachers will teach the Jigsaw PSHE curriculum. The Headteacher will deliver part of the PANTs curriculum through assemblies and teaching the classes.

8.4 Pupils

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

9. 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 components of sex education within RSE. At Elmsleigh, parents are provided with information about the PANTS message prior to the delivery of lessons in the Autumn term which informs them the content of the safeguarding lesson. They have the right to withdraw their children from this lesson should they wish to. (See Appendix 3).

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

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

11. Monitoring arrangements

The delivery of RSE is monitored by Karen Burton through feedback from children, planning scrutinies and monitoring visits. The leader for PSHE, Leanne Pettngale and Science, Danielle Hamilton, will ensure that coverage of the curriculum is delivered over the year

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

This policy will be reviewed by Karen Burton on an annual basis. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

PSHE Long Term Plan with RSE, Science and British Values links

NURSERY

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PSED through Topic	All about me & Harvest	Animals & Celebrations	Journeys	Growing & Easter	Minibeasts	Changes
Knowledge and understanding	Talk about parts of the body					
Health and self-care	toileting					

RECEPTION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic	Super Me	Owl Babies/Christmas	Mr Gumpy/Three Billy Goats	Growing & People Who Help us	Africa	Superheroes & Changes
PSED Jigsaw PSHE	Being Me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
British Values	All British Values introduced in Jigsaw PSHE units above along with Protected Characteristics					
Knowledge and understanding	Plymouth Science All About Me unit – Observe, name and label parts of the body					
Health and self-care	Hygiene and using the toilet Smile for Life Toothbrushing Programme – children to brush their teeth at school					
NSPCC	NSPCC – speak out, stay safe assembly and workshop		NSPCC PANTS talk in class		NSPCC Pants lesson	

YEAR 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Jigsaw PSHE	Being Me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
British Values	All British Values covered in Jigsaw PSHE units above along with Protected Characteristics					
NSPCC	NSPCC – speak out, stay safe assembly and workshop		NSPCC PANTS talk in class		NSPCC Pants lesson	
Science <i>Plymouth Science</i>		Animals and Humans Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.	Animals and Humans Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.			

YEAR 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Jigsaw PSHE	Being Me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
British Values	All British Values covered in Jigsaw PSHE units above along with Protected Characteristics					
NSPCC	NSPCC – speak out, stay safe assembly and workshop		NSPCC PANTS talk in class		NSPCC Pants lesson	
Science	Animals and Humans Revisiting naming and labeling the parts of the body.					



The mindful approach to PSHE

Jigsaw 3-11 and Statutory Relationships and Health Education

Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. This document maps the guidance to Jigsaw PSHE 3-11 by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage.

The numbers in the boxes refer to the lesson plan in that Puzzle (unit) that contributes most to the specific statutory outcome.

Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7							
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability					1	1					1		
	(R2) 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					1						1		
	(R3) 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					1							1	
	(R4) 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					1							1	
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong												1	
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed						6						1,4	

Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	2	5			2		6			3	
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		5			2		6			6	
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	3	5			2,5		5			3	
	(R10) 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		5			2,5		6			3	
	(R11) 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		5			2,4,5		4			5	

Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Respectful relationships	(R12) 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	3,6	1,2,6	3		2,6		2-6	5,6	3		3,5	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships		5			6		5,6	4,5	3,4		5	
	(R14) the conventions of courtesy and manners	2,3				3		2-6	4,5	3-6			
	(R15) the importance of self-respect and how this links to their own happiness				6	5	5	3,4		2			5
	(R16) 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	3,6	1,2	3		4,6		2-4	4-6	3-6		2-5	
	(R17) 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		3,4						3				
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive								1,2				
	(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults		5			3,4	4	2	4,5	4-6		2,4	5

Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
On line relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not					Additional lesson on website		4			4	
	(R21) 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				Additional lesson on website			3				
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				Additional lesson on website			3			4	
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met				Additional lesson on website							
	(R24) how information and data is shared and used online											

Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7								
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me		
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)		5			3,5	4		2	4,5			2	5	
	(R26) 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					3	4						4	4,5	
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact					3	4							2	4
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know					3,4								2	
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3,4					4						2	4,5
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard			5		5			4	2				2	5
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		4						4					4,5	5
	(R32) where to get advice e.g. family, school and/or other sources		4			4	6		2	4				2,4	5

Physical Health and Mental Wellbeing		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mental wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health			1,2						2			
	(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	4	6	1	1	6	6	1	1,5,6	1,5	2	4-6	6
	(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	4	6	6	2	5	6	1	1,5,6	1,5	2	4-6	6
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	5		5			2		4	6			
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				1,2,6						1,2,4-6		
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				1-6	5,6					1-6		
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	1	3,4						5				
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3,4						3				
	(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)		4			4			4				
	(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough												

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7							
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits													
	(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing									2				
	(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private							3						
	(H14) why social media, some computer games and online gaming, for example, are age restricted													
	(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health							3				3		
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted													
	(H17) where and how to report concerns and get support with issues online							4						

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				1-6						1-3, 5,6		
	(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise				1,2						1,2		
	(H20) the risks associated with an inactive lifestyle (including obesity)										1,6		
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				5							3	

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				2						4,5		
	(H23) the principles of planning and preparing a range of healthy meals				2						4,5		
	(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)				1,2,6							1,4,5	

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol and tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				4						3		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body												
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (suitable for KS1)						Additional lesson on website (suitable for KS1)		
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn				1,2						2		
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist				1,2						1		
	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing				3,6								
	(H31) the facts and science relating to allergies, immunisation and vaccination												

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Basic first aid	(H32) how to make a clear and efficient call to emergency services if necessary												
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries												

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Changing adolescent body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						4						3,4
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle												

APPENDIX 2 - END OF KEY STAGE EXPECTATIONS:

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

TOPIC	PUPILS SHOULD KNOW
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

