



## Relationships, Sex and Health Education Policy 2022-2023



*At Two Mile Ash School, high standards of achievement, behaviour and respect for each other, underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to realise their ambitions. Our pupils are happy, highly engaged and thrive from a rich and vibrant curriculum. This drives us in our pursuit for achieving excellence every day.*

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## 1. Aims

At Two Mile Ash School, the high expectations of learning, behaviour and respect for each other underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- To help and support young people through their physical, emotional and moral development.
- Prepare pupils for puberty, giving them an understanding of sexual development and the importance of health and hygiene.
- To help them learn to respect themselves and others more, with confidence, from childhood through adolescence into adulthood.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- To encourage our pupils to have high regard for personal, social and moral relationships.
- To promote a sensitive, caring and knowledgeable attitude towards sex education within the context of family life and loving relationships.
- Teach pupils with accurate and relevant knowledge, including the correct vocabulary to describe themselves and their bodies.
- Provide pupils with the skills, language and strategies they need in order to live healthy, sage, fulfilling, responsible and balanced lives.
- Develop opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.

## 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 Two Mile Ash School we teach RSE 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 were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

The content was decided in consultation with parents, governors, staff and pupils. However, ultimately, the staff agreed on the content of the final programme and it was reached by consensus. Consideration of the pupils' social, physical and emotional maturity was considered during the development of the programme. The content will:

- Provide information that is relevant and appropriate to the age and developmental stage of the pupils;
- Develop skills of assertiveness, communication and effective dialogue in relationships; Encourage the exploration and clarification of values and attitudes;
- Foster self-esteem, positive self-image and confidence.

### **4. Definition**

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.

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

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.

Primary sex education will focus on:

- Intrapersonal skills that allow development of self-management including; resilience, self-motivation, self-organising, self-reflection and the ability to set and achieve personal goals;
- Interpersonal skills to prove pupils the ability to maintain positive relationships in a wide variety of settings with a focus on; empathy, effective non-verbal and verbal communication, team work, negotiation, self-management strategies and positive affirmation;
- Skills of enquiry; formulating articulate questions, assessing the validity and reliability of sources of data, analysis (including the ability to separate fact from opinion), management of risk and the ability social norms;
- Preparing boys and girls for the changes that adolescence brings including, physical and emotional changes
- How a baby is conceived and born, as well as the stages of pregnancy

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

## 6. Delivery of RSE

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).

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
- Supportive networks
- Living in the wider world

RSE will be co-ordinated by the Head of PSHE and Head of Science in close co-operation with the Head of Curriculum who has overall responsibility for the RSE curriculum.

Delivery will be:

- As topics through PSHE lessons.
- Delivered by class teachers who have formed positive relationships with the children.
- Active learning methods which involve pupils' full participation will be used.

- Single sex groups will be used as and when deemed appropriate.
- Protocols for the delivery of the RSE curriculum will be established, which are consistent across the school.
- The resources used will be made available for parents to view at an annual parents' meeting. Individual parents can also view resources by contacting the Head of Curriculum directly.
- Teachers have a clear framework of curriculum content. Any difficult or explicit questions raised outside the agreed content will be discussed with parents so that they may address at home or through the use of external agencies.

For more information about our RSE curriculum, see Appendices 1 and 2.

## 6.1 Teaching and outside agencies

RSE lessons will be taught by class teachers. Outside agencies will be used to support and assist the teachers in the development of the classroom based work. On rare occasions, outside agencies may be involved as part of the developmental programme. They will be required to work within the school's moral framework outlined earlier. Lessons will only have a teaching input from anyone other than the class teacher when there is a clear enhancement that they can bring. In this instance, these sessions will be jointly planned and run jointly between teaching staff and visitors with the class teacher present at all times. The school's procedures for working with external agencies and teaching and learning policy will be followed, including DBS (Disclosure and Barring Service) checks.

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).

## 6.2 Assessment

Teachers assess the children's work in Relationship and Sex Education both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what pupils should know, understand and be able to do at the end of the key stage.

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 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 components of RSE (see section 8).

### 7.3 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 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.

Those responsible for teaching RSE in your school are:

- Sinead Fawcett (Head of PSHE)
- Sally Moisii (Head of foundation curriculum)
- Hayley Donohue (Senior deputy head and personal welfare and development)

## 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents are entitled to withdraw their children from part of the RSE programme that is outside the compulsory elements in the RSE curriculum. Parents wishing to exercise this right are invited to contact the Head of Curriculum who will discuss their concerns and the possible impact that withdrawal may have on the pupil.

Parents need to understand that the right of withdrawal does not apply to the compulsory elements of the National Curriculum. Once a pupil has been withdrawn, they cannot participate in RSE until the request of withdrawal has been removed. Alternative work will be given to pupils who are withdrawn from sex education.

## 9. 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.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Sinead Fawcett and the Heads of Foundation Curriculum through:

- Planning scrutinies
- Learning visits
- Book scrutinies
- Pupil Voice groups

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

## 11. Safeguarding

### Safeguarding:

At Two Mile Ash School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our pupils. We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding, TMA procedures and processes will be followed at all times in accordance with the Child Protection and Safeguarding Policy. Any concerns will be referred to the Senior Designated Safeguarding Lead (DSL); Hayley Cook or our Deputy DSL, Sophie Haycock, and our Designated Safeguarding Officers Lucy Eldridge, Sally Scriven, Heather Cormack-Mattu, Mary Roberts and Natalie Phillips as procedures state. Our safeguarding governor is Karl Enright.

### 11.1 Confidentiality

Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained.

### 11.2 Disclosure or suspicion of possible abuse

Two Mile Ash School has a Safeguarding policy and procedures for dealing with child sexual abuse based on the Local Authority guidelines and recommendations. This policy is published on the school website.

Version:	
V1 – Tuesday 17 <sup>th</sup> September 2019	
V2 Tuesday 15 <sup>th</sup> September 2020	
V2 Monday 12 <sup>th</sup> July 2021	
V3 – Thursday 21 <sup>st</sup> July 2022	
<b>Approval:</b> This policy was ratified by Two Mile Ash Governing Body.	<b>Next Review on or before:</b> <b>Tuesday 1<sup>st</sup> September 2023</b> This policy will be reviewed annually by the Two Mile Ash Strategic Leadership Team and approved by the Governing Body at least on an annual basis (although amendments prior to this may occur to reflect the key changes and proposals within curriculum currently occurring)

## Appendix 1: Curriculum map



# RSHE

## Years 3 and 4



<u>Year 3 – Autumn Term</u> <u>Health and Wellbeing</u>	<u>Year 3 – Spring Term</u> <u>The Wider World</u>	<u>Year 3 – Summer Term</u> <u>Relationships</u>
<p>EO: Healthy lifestyles</p> <ul style="list-style-type: none"> <li>- H1. how to make informed decisions about health</li> <li>- H2. about the elements of a balanced, healthy lifestyle</li> <li>- H3. about choices that support a healthy lifestyle, and recognise what might influence these</li> <li>- H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods</li> <li>- H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods</li> </ul> <p>EO: Keeping safe</p> <ul style="list-style-type: none"> <li>- H38. how to predict, assess and manage risk in different situations</li> <li>- H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</li> <li>- H40. about the importance of taking medicines correctly and using household products safely,</li> </ul>	<p>EO: Shared responsibilities</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>EO: Communities</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within</p>	<p>EO: Families and close positive relationships</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>

<p>(e.g. following instructions carefully)</p> <p>EO: Mental health</p> <ul style="list-style-type: none"> <li>- H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</li> <li>- H17. to recognise that feelings can change over time and range in intensity</li> <li>- H18. about everyday things that affect feelings and the importance of expressing feelings</li> <li>- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</li> <li>- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</li> <li>- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> </ul> <p>EO: Ourselves, growing and changing</p> <ul style="list-style-type: none"> <li>- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> <li>- H27. to recognise their individuality and personal qualities</li> <li>- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</li> </ul>	<p>communities</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>EO: Economics</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>Financial Education Planning Framework</p> <p>EO: How to manage money</p> <ul style="list-style-type: none"> <li>- Ways to pay</li> <li>- Keeping record</li> </ul> <p>EO: Becoming a critical consumer</p> <ul style="list-style-type: none"> <li>- Decision about saving and spending</li> <li>- Spending and saving priorities</li> </ul>	<p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>EO: Friendships</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>EO: Safe relationships</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>
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<u>Year 4 – Autumn Term</u> <u>Health and Wellbeing</u>	<u>Year 4 – Spring Term</u> The Wider World	<u>Year 4 – Summer Term</u> <u>Relationships</u>
<p>EO: Healthy lifestyles</p> <ul style="list-style-type: none"> <li>- H1. how to make informed decisions about health</li> <li>- H2. about the elements of a balanced, healthy lifestyle</li> <li>- H3. about choices that support a healthy lifestyle, and recognise what might influence these</li> <li>- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>- H5. about what good physical health means; how to recognise early signs of physical illness</li> </ul> <p>EO: Mental health</p> <ul style="list-style-type: none"> <li>- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</li> <li>- H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</li> <li>- H17. to recognise that feelings can change over time and range in intensity</li> <li>- H18. about everyday things that affect feelings and the importance of expressing</li> <li>- feelings</li> <li>- H19. a varied vocabulary to use when talking</li> </ul>	<p>EO: Shared responsibilities</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>EO: Communities</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>EO: Economics – money</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’</p> <p>L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p>	<p>EO: Families and close positive relationships</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>EO: Friendships</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include</p>

<p>about feelings; about how to express</p> <ul style="list-style-type: none"> <li>- feelings in different ways;</li> <li>- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</li> <li>- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</li> <li>- H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</li> <li>- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> </ul> <p>EO: Ourselves, growing and changing</p> <ul style="list-style-type: none"> <li>- H27. to recognise their individuality and personal qualities</li> <li>- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</li> <li>- H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</li> </ul> <p>EO: Keeping safe</p> <ul style="list-style-type: none"> <li>- H38. how to predict, assess and manage risk in different situations</li> <li>- H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</li> <li>- H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</li> </ul>	<p>L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>EO: Economics – aspirations and careers</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>Financial Education Planning Framework</p> <p>EO: How to manage money</p> <ul style="list-style-type: none"> <li>- Ways to pay</li> <li>- Keeping record</li> </ul> <p>EO: Becoming a critical consumer</p> <ul style="list-style-type: none"> <li>- Decision about saving and spending</li> <li>- Spending and saving priorities</li> </ul> <p>EO: Managing risks and emotions associated with money</p> <ul style="list-style-type: none"> <li>- Using accounts to keep money safe and to save</li> <li>- Lending and borrowing</li> </ul> <p>EO: Understanding the important role money plays in our lives</p> <ul style="list-style-type: none"> <li>- Earning money</li> <li>- Helping others</li> </ul>	<p>them</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>EO: Managing hurtful behaviour and bullying</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>EO: Safe relationships</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that</p>
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		<p>makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>EO: Respecting self and others</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
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# PSHE

## Year 5 and 6



<u>Year 5 – Autumn Term</u> <u>Health and Wellbeing</u>	<u>Year 5 – Spring Term</u> <u>The Wider World</u>	<u>Year 5 – Summer Term</u> <u>Relationships</u>
<p>EO: Healthy lifestyles</p> <ul style="list-style-type: none"> <li>- H1. how to make informed decisions about health</li> <li>- H2. about the elements of a balanced, healthy lifestyle</li> <li>- H3. about choices that support a healthy lifestyle, and recognise what might influence these</li> <li>- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>- H10. how medicines, when used responsibly, contribute to health; that some</li> </ul>	<p>EO: Communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>EO: Economics – money</p> <p>L17. about the different ways to pay for things and the</p>	<p>EO: Families and close positive relationships</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>EO: Friendships</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests)</p>

<ul style="list-style-type: none"> <li>- diseases can be prevented by vaccinations and immunisations; how allergies can be managed</li> <li>- H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</li> <li>- H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</li> </ul> <p>EO: Mental health</p> <ul style="list-style-type: none"> <li>- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</li> <li>- H18. about everyday things that affect feelings and the importance of expressing feelings</li> <li>- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</li> <li>- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</li> <li>- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</li> <li>- H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</li> <li>- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> </ul> <p>EO: Ourselves, growing and changing</p>	<p>choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>EO: Economics – aspirations and careers</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>Financial Education Planning Framework</p> <p>EO: How to manage money</p> <ul style="list-style-type: none"> <li>- Foreign currency</li> <li>- Simple financial records</li> </ul> <p>EO: Becoming a critical consumer</p>	<p>and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>EO: Managing hurtful behaviour and bullying</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p>
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<ul style="list-style-type: none"> <li>- H27. to recognise their individuality and personal qualities</li> <li>- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</li> <li>- H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</li> <li>- H35. about the new opportunities and responsibilities that increasing independence may bring</li> </ul> <p>EO: Keeping safe</p> <ul style="list-style-type: none"> <li>- H38. how to predict, assess and manage risk in different situations</li> <li>- H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</li> <li>- H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</li> </ul> <p>EO: Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> <li>- H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</li> <li>- H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</li> </ul> <p>Relationships</p> <p>EO: Friendships</p> <ul style="list-style-type: none"> <li>- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>- Influences on saving and spending</li> <li>- Value for money</li> </ul> <p>EO: Managing risks and emotions associated with money</p> <ul style="list-style-type: none"> <li>- Protecting my money</li> <li>- Saving and borrowing</li> </ul> <p>EO: Understanding the important role money plays in our lives</p> <ul style="list-style-type: none"> <li>- Links between work and money</li> <li>- Wider communities</li> </ul>	<p>EO: Safe relationships</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>EO: Respecting self and others</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and similarities between people and</p>
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<ul style="list-style-type: none"> <li>- R13. the importance of seeking support if feeling lonely or excluded</li> <li>- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</li> <li>- R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</li> </ul> <p>EO: Safe relationships</p> <ul style="list-style-type: none"> <li>- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</li> <li>- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li> </ul>		<p>recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
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<u>Year 6 – Autumn Term</u> <u>Health and Wellbeing</u>	<u>Year 6 – Spring Term</u> <u>The Wider World</u>	<u>Year 6 – Summer Term</u> <u>Relationships</u>
<p>EO: Healthy lifestyles</p> <ul style="list-style-type: none"> <li>- H1. how to make informed decisions about health</li> <li>- H2. about the elements of a balanced, healthy lifestyle</li> <li>- H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</li> </ul> <p>EO: Mental health</p> <ul style="list-style-type: none"> <li>- H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</li> <li>- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</li> <li>- H21. to respond to warning signs about mental health and wellbeing and how to seek support for themselves and others</li> <li>- H24. problem-solving strategies for dealing with emotions, challenges, and change, including the transition to new schools</li> </ul> <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> <li>- H25. about personal identity; what contributes to who we are</li> <li>- H27. to recognise their individuality and personal qualities</li> </ul>	<p>EO: Media literacy and digital resilience</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>EO: Economics – aspirations and careers</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them</p> <p>L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>Financial Education Planning Framework</p> <p>EO: How to manage money</p>	<p>EO: Families and close positive relationships</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or other</p> <p>EO: Friendships</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p>

<ul style="list-style-type: none"> <li>- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</li> <li>- H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</li> <li>- H35. about the new opportunities and responsibilities that increasing independence may bring</li> <li>- H36. strategies to manage transitions between classes and key stages</li> </ul> <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> <li>- H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</li> <li>- H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li> <li>- H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</li> <li>- H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</li> <li>- H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</li> </ul> <p>Relationships EO: Friendships</p> <ul style="list-style-type: none"> <li>- R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and</li> </ul>	<ul style="list-style-type: none"> <li>- Foreign currency</li> <li>- Simple financial records</li> </ul> <p>EO: Becoming a critical consumer</p> <ul style="list-style-type: none"> <li>- Influences on saving and spending</li> <li>- Value for money</li> </ul> <p>EO: Managing risks and emotions associated with money</p> <ul style="list-style-type: none"> <li>- Protecting my money</li> <li>- Saving and borrowing</li> </ul> <p>EO: Understanding the important role money plays in our lives</p> <ul style="list-style-type: none"> <li>- Links between work and money</li> <li>- Wider communities</li> </ul>	<p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>EO: Managing hurtful behaviour and bullying</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>EO: Safe relationships</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p>
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<p>difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <ul style="list-style-type: none"> <li>- R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</li> <li>- R13. the importance of seeking support if feeling lonely or excluded</li> <li>- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</li> <li>- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</li> </ul> <p>EO: Safe relationships</p> <ul style="list-style-type: none"> <li>- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</li> </ul>		<p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>EO: Respecting self and others</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>
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Health and Wellbeing	
Healthy lifestyles (physical wellbeing)	<ul style="list-style-type: none"> <li>✓ H1. how to make informed decisions about health</li> <li>✓ H2. about the elements of a balanced, healthy lifestyle</li> <li>✓ H3. about choices that support a healthy lifestyle, and recognise what might influence these</li> <li>✓ H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>✓ H5. about what good physical health means; how to recognise early signs of physical illness</li> <li>✓ H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</li> <li>✓ H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</li> <li>✓ H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</li> <li>✓ H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</li> <li>✓ H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</li> <li>✓ H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</li> <li>✓ H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</li> <li>✓ H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</li> <li>✓ H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</li> </ul>
Mental Health	<ul style="list-style-type: none"> <li>✓ H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</li> <li>✓ H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</li> <li>✓ H17. to recognise that feelings can change over time and range in intensity</li> <li>✓ H18. about everyday things that affect feelings and the importance of expressing feelings</li> <li>✓ H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</li> <li>✓ H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</li> <li>✓ H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</li> <li>✓ H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</li> </ul>

	<ul style="list-style-type: none"> <li>✓ H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</li> <li>✓ H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> </ul>
Ourselves, growing and changing	<ul style="list-style-type: none"> <li>✓ H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> <li>✓ H26. that for some people gender identity does not correspond with their biological sex</li> <li>✓ H27. to recognise their individuality and personal qualities</li> <li>✓ H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</li> <li>✓ H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</li> <li>✓ H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</li> <li>✓ H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</li> <li>✓ H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>✓ H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></li> <li>✓ H34. about where to get more information, help and advice about growing and changing, especially about puberty</li> <li>✓ H35. about the new opportunities and responsibilities that increasing independence may bring</li> <li>✓ H36. strategies to manage transitions between classes and key stages</li> </ul>
Keeping Safe	<ul style="list-style-type: none"> <li>- H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</li> <li>- H38. how to predict, assess and manage risk in different situations</li> <li>- H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</li> <li>- H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</li> <li>- H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</li> </ul>

	<ul style="list-style-type: none"> <li>- H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</li> <li>- H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> <li>- H45. that female genital mutilation (FGM) is against British law</li> </ul>
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> <li>- H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</li> <li>- H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li> <li>- H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</li> <li>- H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</li> <li>- H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</li> </ul>
Living in the Wider World	
Shared Responsibilities	<ul style="list-style-type: none"> <li>- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</li> <li>- L2. to recognise there are human rights, that are there to protect everyone</li> <li>- L3. about the relationship between rights and responsibilities</li> <li>- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</li> <li>- L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</li> </ul>
Communities	<ul style="list-style-type: none"> <li>- L6. about the different groups that make up their community; what living in a community means</li> <li>- L7. to value the different contributions that people and groups make to the community</li> <li>- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</li> <li>- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> <li>- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> </ul>

Media Literacy and Digital Media	<ul style="list-style-type: none"> <li>- L11. recognise ways in which the internet and social media can be used both positively and negatively</li> <li>- L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</li> <li>- L13. about some of the different ways information and data is shared and used online, including for commercial purposes</li> <li>- L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</li> <li>- L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</li> <li>- L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</li> </ul>
Economic wellbeing: Money	<ul style="list-style-type: none"> <li>- L17. about the different ways to pay for things and the choices people have about this</li> <li>- L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</li> <li>- L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</li> <li>- L20. to recognise that people make spending decisions based on priorities, needs and wants</li> <li>- L21. different ways to keep track of money</li> <li>- L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</li> <li>- L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</li> <li>- L24. to identify the ways that money can impact on people's feelings and emotions</li> </ul>
Economic wellbeing: Aspiration, work and career	<ul style="list-style-type: none"> <li>- L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</li> <li>- L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</li> <li>- L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</li> <li>- L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</li> <li>- L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</li> <li>- L31. to identify the kind of job that they might like to do when they are older</li> <li>- L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</li> </ul>
Relationships	

Families and close positive relationships	<ul style="list-style-type: none"> <li>- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</li> <li>- R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</li> <li>- R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</li> <li>- R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</li> <li>- R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</li> <li>- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</li> <li>- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</li> <li>- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</li> <li>- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> </ul>
Friendships	<ul style="list-style-type: none"> <li>- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> <li>- R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</li> <li>- R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</li> <li>- R13. the importance of seeking support if feeling lonely or excluded</li> <li>- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</li> <li>- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</li> <li>- R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</li> <li>- R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</li> <li>- R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</li> </ul>

Managing hurtful behaviour and bullying	<ul style="list-style-type: none"> <li>- R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</li> <li>- R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</li> <li>- R21. about discrimination: what it means and how to challenge it</li> </ul>
Safe Relationships	<ul style="list-style-type: none"> <li>- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</li> <li>- R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</li> <li>- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</li> <li>- R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> <li>- R26. about seeking and giving permission (consent) in different situations</li> <li>- R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</li> <li>- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li> <li>- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> </ul>
Respecting self and others	<ul style="list-style-type: none"> <li>- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</li> <li>- R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</li> <li>- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</li> <li>- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</li> </ul>

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

TOPIC	PUPILS SHOULD KNOW
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TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>