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**St. Michael's
Church School**

Relationships and Sex Education POLICY

DOCUMENT CONTROL

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1. Aims

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

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

The intent of our RSE curriculum is to deliver carefully planned, high-quality lessons that enable pupils to learn about human development, relationships, sexuality and family life within a safe, comfortable atmosphere. We aim to provide opportunities for pupils to explore the importance of family life, stable and loving relationships and respect for others, love and care. We want to provide opportunities to develop an understanding matched to the pupils' level of maturity. This helps us to embed our values such as respect and compassion.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St. Michael's Church 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.
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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



4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about making sure that boys and girls are prepared for the changes that adolescence brings. It will draw on knowledge of the human life cycle to explain how a baby is conceived. RSE involves a combination of sharing information, and exploring issues and values.

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:

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

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

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).

Pupils also receive stand-alone sex education sessions delivered by the class teacher.

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

For more information about our RSE curriculum, see Appendix 1.

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. 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 and subject leader are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

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/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 subject leader.

7.4 Children

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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 may 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 [Heidi Daulton, Deputy Headteacher] through: pupil voice, learning walks, work scrutinises and staff training.

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



This policy will be reviewed by the Deputy Headteacher. At every review, the policy will be approved by the governing body.



Appendix 1: By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed



TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources



Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

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

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	



Appendix 3: Skills and Knowledge Overview for PSHE:

Year Group	Knowledge to learn	Skills to gain using knowledge
Reception	<p>Myself and My Relationships 1 Beginning and Belonging</p> <ul style="list-style-type: none"> • I understand how my behaviour make other people feel. • I know how am I special and what is special about other people in my class. <p>Myself and My Relationships 2 My Family and Friends - Including Anti-bullying</p> <ul style="list-style-type: none"> • I understand who my family are and how we care for each other. • I know who my special people are and why are they special to me. • I understand what makes a good friend. • I understand how what I do affects others. <p>Myself and My Relationships 3 My Emotions (C, R, GTBM)</p> <ul style="list-style-type: none"> • I understand emotions in other people and can say how they are feeling. • I understand how I and others feel when things change. • I understand simple ways to make myself feel better. • I know what causes different emotions in myself and other people. <p>Citizenship 1 Identities and Diversity</p> <ul style="list-style-type: none"> • I know the people in my class and how are we similar to and different from each other. • I know the different people who make up a family. • I know what things are especially important to my family and me. • I know the similarities and differences in the way people including families live their lives. • I know how we celebrate what we believe in and how is this different for different people. <p>Citizenship 2 Me and My World</p> <ul style="list-style-type: none"> • I know the people who help to look after me and my school • I know where I live and what are the different places and features in my neighbourhood. • I know the people who live and work in my neighbourhood including people who help me. • I know what animals and plants need to live and how can I help to take care of them. • I know money and understand why we need it. <p>Healthy and Safer Lifestyles 1 My Body and Growing Up</p> <ul style="list-style-type: none"> • I know what my body looks like. • I know how my body changed as it has grown. • I know what my body can do. • I know the differences and similarities are there between our bodies. 	<p>Myself and My Relationships 1 Beginning and Belonging</p> <ul style="list-style-type: none"> • I can make the classroom a safe and happy place. • I can play and work well with others. • I can welcome new people to our class. • I can welcome new people to our class. • I can respect the needs of others. <p>Myself and My Relationships 2 My Family and Friends - Including Anti-bullying</p> <ul style="list-style-type: none"> • I can be a good friend. • I can make new friends. • I can make the right decisions about what to do if someone is unkind to me. • I can make up with friends when I have fallen out with them. <p>Myself and My Relationships 3 My Emotions (C, R, GTBM)</p> <ul style="list-style-type: none"> • I can recognise and show my emotions. • I can help to make other people feel better. <p>Citizenship 1 Identities and Diversity</p> <ul style="list-style-type: none"> • I can value different types of people including what they believe in and how they live their lives. <p>Citizenship 2 Me and My World</p> <ul style="list-style-type: none"> • I can save money • I can help to look after my school • I can help to care for my things at home. • I can look after the local neighbourhood and keep it special for everybody. <p>Healthy and Safer Lifestyles 1 My Body and Growing Up</p> <ul style="list-style-type: none"> • I can look after my body and keep it clean. • I can take care of myself. <p>Healthy and Safer Lifestyles 2 Keeping Safe (Including Drug Education)</p> <ul style="list-style-type: none"> • I can follow simple safety rules for when I am at home, at school and when I am out and about.



	<ul style="list-style-type: none"> • I know who the members of my family are and trusted people who look after me. • I understand how I feel about growing up <p>Healthy and Safer Lifestyles 2 Keeping Safe (Including Drug Education)</p> <ul style="list-style-type: none"> • I know what I think I have to keep safe from. • I know if something is safe or unsafe. • I know who the people who help to keep me safe are. • I know what goes on to and into my body and who puts it there. • I understand why people use medicines. <p>Healthy and Safer Lifestyles 3 Healthy Lifestyles</p> <ul style="list-style-type: none"> • I understand why food and drink are good for us. • I understand what exercise is and why it is good for us. • I know what I do when I am feeling ill or not so healthy. <ul style="list-style-type: none"> • I understand why rest and sleep is good for us. • I know what I do to make me feel good and healthy. 	<ul style="list-style-type: none"> • I can say 'No!' if I feel unsure about something and it does not feel safe or good. • I can ask for help and tell people who care for me if I am worried or upset. • I can follow the safety rules relating to medicines and who helps me with these. <p>Healthy and Safer Lifestyles 3 Healthy Lifestyles</p> <ul style="list-style-type: none"> • I can help keep my body healthy.
Year 1	<p>Myself & My Relationships Beginning and Belonging</p> <ul style="list-style-type: none"> • I understand simple ways to make sure my school is a safe, happy place. • I know how I feel when I am doing something new. <p>Myself & My Relationships My Emotions</p> <ul style="list-style-type: none"> • I know the name some different feelings. • I know the different ways people might relax and what helps me to feel relaxed. • I understand what am I good at and what is special about me. • I know how my feelings and actions affect others. <p>Citizenship Working Together</p> <ul style="list-style-type: none"> • I know what I am and other people good at. • I know what new skills I would like to develop. • I know how my skills are useful in a group. • I understand what a useful evaluation is. <p>Citizenship Diversity and Communities</p> <ul style="list-style-type: none"> • I know what a stereotype is and I can give some examples. • I know who helps people in my locality and what help they need. • I know what 'my community' means and how does it feel to be part of it. • I know how people find out about what is happening in my community. • I know how to care for animals and plants. • I know what makes me 'me' and what makes you 'you'. • I know whether all boys and all girls like the same things. • I know what my family are like and how are other families different <p>Healthy & Safer Lifestyles Managing Safety and Risk</p> <ul style="list-style-type: none"> • I know what risky situations are and how they make me feel. • I know my name, address and phone number and when might I need to give them. 	<p>Myself & My Relationships Beginning and Belonging</p> <ul style="list-style-type: none"> • I can get to know the people in my class. • I can make someone feel welcome in class. • I can manage in new situations. • I can get help at home and at school. <p>Myself & My Relationships My Emotions</p> <ul style="list-style-type: none"> • I can stand up for myself. • I can describe situations in which I might feel happy, sad, cross etc. • I can manage some of my emotions and associated behaviours. • I can identify who to share my feelings with. <p>Citizenship Working Together</p> <ul style="list-style-type: none"> • I can listen well to other people. • I can work well in a group. • I can take turns. • I can negotiate to sort out disagreements. <p>Citizenship Diversity and Communities</p> <ul style="list-style-type: none"> • I can help look after my school. <p>Healthy & Safer Lifestyles Managing Safety and Risk</p> <ul style="list-style-type: none"> • I can help to stop simple accidents from happening and I can help if there is an accident.



	<ul style="list-style-type: none"> • I know what makes an emergency and who can help. • I know what makes a place or activity safe for me. • I know the benefits and risks for me when walking near the road, and how I can stay safer. • I know the benefits and risks for me in the sun and how can I stay safer. • I know what I enjoy when I'm near water and how I can stay safer. • I know the risks for me if I am lost and how can I get help. <p>Healthy & Safer Lifestyles Digital Lifestyles</p> <ul style="list-style-type: none"> • I know some examples of ways in which I use technology and the internet and what are the benefits. • I know what is meant by "identity" and how might someone's identity online be different from their identity in the physical world • I know what sort of information I might choose to put online and what I need to consider before I do so. • I know some rules to help keep us safer and healthier when using technology. • I know who can help me if I have questions or concerns about what I experience online or about others' online behaviour • I know some examples of online content or contact which might mean I feel unsafe, worried or upset. • I know when I might need to report something and how I would do this. <p>Healthy & Safer Lifestyles Relationships and Sex Education</p> <ul style="list-style-type: none"> • I know the names of the main parts of the body. • I know what my amazing body can do. • I know that I am in charge of my actions and my body. <p>Healthy & Safer Lifestyles Healthy Lifestyles</p> <ul style="list-style-type: none"> • I know what healthy eating mean and why is it important. • I know why it is important to be active & what the opportunities for physical activity are. • I know why we need food. • I know what it feels like to be healthy. • I know what foods I like and dislike and why. 	<p>Healthy & Safer Lifestyles Digital Lifestyles</p> <p>.</p> <p>Healthy & Safer Lifestyles Relationships and Sex Education</p> <ul style="list-style-type: none"> • I can keep my body clean. • I can avoid spreading common illnesses and diseases. <p>Healthy & Safer Lifestyles Healthy Lifestyles</p> <ul style="list-style-type: none"> • I can stay as healthy as possible. • I can eat healthily. • I can make healthy choices.
Year 2	<p>Citizenship Rights, Rules & Responsibilities</p> <ul style="list-style-type: none"> • I know who looks after me. • I know how rules make me feel happy and safe. <p>Myself & My Relationships Family and Friends</p> <ul style="list-style-type: none"> • I know my personal space and can talk to people about it. • I know who my family are and know how we care for each other. • I know who my special people are, why are they special and how do they support me. • I understand what might go wrong in friendships and how it feels. <p>Myself & My Relationships Anti-bullying</p> <ul style="list-style-type: none"> • I know why people might fall out with their friends. • I know what bullying is. • I understand some of the reasons people bully others. • I know why bullying is never acceptable or respectful. • I know what to do if I think someone is being bullied. 	<p>Citizenship Rights, Rules & Responsibilities</p> <ul style="list-style-type: none"> • I can carry out jobs and responsibilities in school and at home. • I can listen to other people, share my views and take turns. • I can take part in discussions and decisions in class. • I can take part in making rules. <p>Myself & My Relationships Family and Friends</p> <ul style="list-style-type: none"> • I can describe what a good friend is and does and how it feels to be friends. • I can tell the truth and know why it is important. • I can choose, make and develop friendships. • I can I try to mend friendships if they have become difficult. <p>Myself & My Relationships Anti-bullying</p> <ul style="list-style-type: none"> • I can talk to people if I have worries about friendship difficulties or bullying. • I can be assertive.



<ul style="list-style-type: none"> • I know what my school does to stop bullying. • I know how people might feel if they are being bullied. • I know how people help me to build positive and safe relationships. <p>Economic Wellbeing Financial Capability</p> <ul style="list-style-type: none"> • I know where money comes from and where it goes when we 'use' it. • I know ways I might get money and what do with it. • I know how we pay for things. • I know what it mean to have more or less money than you need. • I know what a charity is. • I know how I feel about money. • I understand how my choices affect me, my family, others. <p>Healthy & Safer Lifestyles Drug Education</p> <ul style="list-style-type: none"> • I know which substances might enter our bodies and what they do. • I know what medicines are and why and when some people use them • I understand when and why people have an injection from a doctor or a nurse. • I know who is in charge of what medicine I take. • I understand what persuasion is and how it feels to be persuaded. <p>Healthy & Safer Lifestyles Personal Safety</p> <ul style="list-style-type: none"> • I know our school/classroom rules are about helping people to feel safe. • I know who I could talk with if I have a worry or need to ask for help. • I know what I could do if a friend or someone in my family isn't kind to me. • I know the private body parts and how to say 'no' to unwanted touch. • I know what I could do if I feel worried about a secret. • I know what I could do if something worries or upsets me when I am online. • I know different feelings <p>Healthy & Safer Lifestyles Relationships and Sex Education</p> <ul style="list-style-type: none"> • I know how babies change and grow. (Statutory NC Science Y2) • I know how I have changed since I was a baby. (Statutory NC Science Y2) • I know what's growing in that bump. (Sex Education/NC Science) • I know what babies and children need from their families. • I know which stable, caring relationships are at the heart of families I know. • I know my responsibilities now I'm growing up. <p>Myself & My Relationships Managing Change</p> <ul style="list-style-type: none"> • I know how people might feel when they lose a special possession • I know how people might feel during times of loss and change. • I know how friendships may change. • I can say how my achievements, skills and responsibilities are changing and what else might change. • I can say what helps me to feel calmer when I am experiencing strong emotions linked to loss and change. 	<p>Economic Wellbeing Financial Capability</p> <p>Healthy & Safer Lifestyles Drug Education</p> <ul style="list-style-type: none"> • I can do different things to help me feel better if I feel poorly. • I can keep safe with medicines and substances at home and at school. <p>Healthy & Safer Lifestyles Personal Safety</p> <ul style="list-style-type: none"> • I can name my own Early Warning Signs. • I can choose adults and friends that I can trust. • I can tell others how I feel. <p>Healthy & Safer Lifestyles Relationships and Sex Education</p> <p>Myself & My Relationships Managing Change</p> <ul style="list-style-type: none"> • I can make choices about changes.
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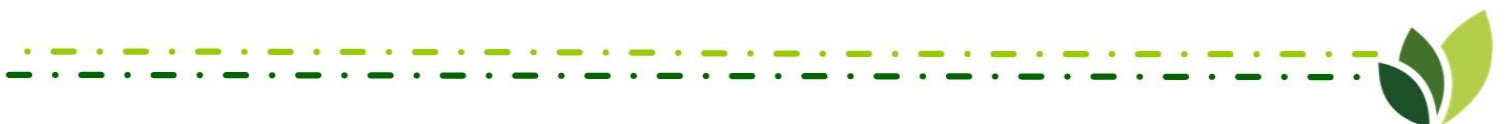
	<ul style="list-style-type: none"> • I know how my achievements, skills and responsibilities are changing and what else might change. • I know what helps me to feel calmer when I am experiencing strong emotions linked to loss and change. 	
Year 3	<p>Myself & My Relationships Beginning and Belonging</p> <ul style="list-style-type: none"> • I know the different people in my network who I can ask for help. • I know what it feels like to be new or to start something new. • I can say what my role is in making my school a place where we can learn happily and safely. • I can say what helps me manage a new situation or learn something new. <p>Myself & My Relationships My Emotions</p> <ul style="list-style-type: none"> • I know why it is important to accept and feel proud of who we are. • I know what the word ‘unique’ mean and what I do to feel proud of about myself. • I know why mental wellbeing is as important as physical wellbeing. • I know what it mean when someone says I am “over reacting” and how I show understanding towards myself and others. • I know how my actions and feelings affect the way I and others feel. <p>Citizenship Working Together</p> <ul style="list-style-type: none"> • I understand how different people contribute to a group task. • I know what I am good at and what are others good at. • I know what new skills I would like or need to develop. <p>Citizenship Diversity and Communities</p> <ul style="list-style-type: none"> • I know what we have we got in common and how we are different. • I know how our families are the same and how are they different. • I understand different traditions, cultures and beliefs within my community. • I know how people in my locality benefit from being part of different groups. • I know the roles of people who support others with different needs in my community. • I know what animals need, and what our responsibilities are. • I know how others’ expectations of girls and boys affect people’s feelings and choices. • I know how valuing diversity benefits everyone. • I know why stereotypes unfair and how I can challenge them. • I know how the media work in my community. <p>Healthy & Safer Lifestyles Managing Safety and Risk</p> <ul style="list-style-type: none"> • I know the benefits of using the roads and being near water • I know how fire is risky and I can reduce the risks. 	<p>Myself & My Relationships Beginning and Belonging</p> <ul style="list-style-type: none"> • I can build relationships in our class and say how this benefits me. • I can help children and adults feel welcome in school. <p>Myself & My Relationships My Emotions</p> <ul style="list-style-type: none"> • I can communicate my emotions. • I can recognise some simple ways to manage difficult emotions. • I can I show understanding towards myself and others. • I can care for other people’s feelings. • I can talk about the way I feel. • I can disagree without being disagreeable. <p>Citizenship Working Together</p> <ul style="list-style-type: none"> • I can listen to other people. • I can ask open questions. • I can share my views and opinions effectively. • I can persevere and overcome obstacles to my learning. • I can work well in a group. • I can identify a useful evaluation. • I can give constructive feedback and receive it from others. <p>Citizenship Diversity and Communities</p> <ul style="list-style-type: none"> • I can care for the local environment and what are the benefits. <p>Healthy & Safer Lifestyles Managing Safety and Risk</p> <ul style="list-style-type: none"> • I can predict how I will feel in risky situations and how might my body react. • I can make decisions in risky situations and how my friends might affect these decisions. • I can respond safely when I meet adults I don’t know. • I can take appropriate actions in an emergency or accident and I can call the emergency services. • I can keep myself safe during activities and visits. • I can stop accidents happening at home and when I’m out. • I can reduce the risks of being near water. <p>Healthy & Safer Lifestyles Digital Lifestyles</p> <ul style="list-style-type: none"> • I can make healthier and safer decisions.



	<p>Healthy & Safer Lifestyles Digital Lifestyles</p> <ul style="list-style-type: none"> • I know how people with similar likes & interests might get together online. • I understand the difference between “liking” and “trusting” someone online. • I know what it means to show respect online, and how my feelings, and those of others could be affected by online content or contact. • I understand why it is important to ration the time we spend using technology and/or online. • I know why social media, some computer games, online gaming and TV/films are age restricted and how peer influence plays a part in my decision making. • I know how my own and others’ online identity will affect my decisions about communicating online. • I understand that when looking at online content, what the difference is between opinions, beliefs and facts. • I know how the things I see and do online might affect how I feel and how healthy I am, and I can get support when I need it. <p>Healthy & Safer Lifestyles Relationships and Sex Education</p> <ul style="list-style-type: none"> • I know how male and female bodies are different and what are the different parts called. • I know what my body can do and how is it special. • I know how I will need to keep myself clean in the future. • I know how different illnesses and diseases spread and what I can do to prevent this. <p>Healthy & Safer Lifestyles Healthy Lifestyles</p> <ul style="list-style-type: none"> • I know who is responsible for my lifestyle choices and how these choices are influenced. • I understand what healthy eating and a balanced diet means. • I understand what an active lifestyle is and how it helps me to be healthier. • I know how nutrition and physical activity work together. • I understand mental wellbeing and how it is affected by my physical health. • I know how much sleep I need & what happens if I don’t have enough. 	<p>Healthy & Safer Lifestyles Relationships and Sex Education</p> <ul style="list-style-type: none"> • I can make decisions about when we talk about our bodies, how they change, and who do we talk to. • I can keep myself clean. <p>Healthy & Safer Lifestyles Healthy Lifestyles</p> <ul style="list-style-type: none"> • I can plan and prepare simple, healthy meals safely. • I can look after my teeth and know why it is important.
Year 4	<p>Citizenship Rights, Rules & Responsibilities</p> <ul style="list-style-type: none"> • I know who those are in positions of authority within our school and communities and how we can show respect. • I know why we need rules at home and at school. • I understand rights and responsibilities. • I know how we make democratic decisions in school. • I know what a representative is and how we elect them. • I know what it means to be treated and to treat others with respect. • I understand my responsibilities at home and at school. <p>Myself & My Relationships Family and Friends</p> <ul style="list-style-type: none"> • I understand how my family members help each other to feel safe and secure even when things are tough. • I know who is in my network of special people now and how we affect and support each other. • I know how good friends behave on and offline and how I feel as a result. • I understand a healthy friendship and how trust plays an essential part. 	<p>Citizenship Rights, Rules & Responsibilities</p> <ul style="list-style-type: none"> • I can play a part in making and changing rules. • <p>Myself & My Relationships Family and Friends</p> <ul style="list-style-type: none"> • I can help to resolve disagreements positively by listening and compromising. • I can empathise with other people in a disagreement. • I can check with my friends that their personal boundaries have not been crossed.



<ul style="list-style-type: none"> • I know the skills I need for choosing, making and developing friendships and how effective are they. <p>Myself & My Relationships Anti-bullying</p> <ul style="list-style-type: none"> • I know how falling out and bullying are different. • I understand how people use power when they bully others. • I understand the key characteristics of different types of bullying. • I understand how a lack of respect and empathy towards others can lead to bullying. • I understand the difference between direct and indirect forms of bullying. • I know how my school prevent bullying and support people involved. • I understand what bystanders and followers are and how might they feel. • I understand that bullying might affect how people feel for a long time. <p>Economic Wellbeing Financial Capability</p> <ul style="list-style-type: none"> • I understand the different ways to earn and spend money. • I know what my family might have to spend money on. • I understand the 'value for money'. • I understand how my feelings about money change. • I understand how my choices affect my family, the community, the world and me. • I understand what do saving, spending and budgeting mean to me. <p>Healthy & Safer Lifestyles Drug Education</p> <ul style="list-style-type: none"> • I know what medical & legal drugs I know about, and what their effects are. • I know who uses and misuses legal drugs. • I understand why some people need medicine and who prescribes it. • I understand immunisations and know whether I have had any. • I know the safety rules for storing medicine and other risky substances. • I know what I should do if I find something risky, like a syringe. • I know how friends and the media persuade and influence me. <p>Healthy & Safer Lifestyles Personal Safety</p> <ul style="list-style-type: none"> • I know which school/classroom rules are about helping people to feel safe. • I know who my personal network are and I can ask them for help. • I know the sort of physical contact I feel comfortable with and what I could do if physical contact is unwanted. <p>Healthy & Safer Lifestyles Relationships and Sex Education</p> <ul style="list-style-type: none"> • I know the main stages of the human life cycle? (Science) • I know how I began? (Sex Education) • I understand what it means to be 'grown up'. • I undertake my responsibilities and know how these will change. 	<p>Myself & My Relationships Anti-bullying</p> <ul style="list-style-type: none"> • I can support people I know who are being bullied by being assertive. <p>Economic Wellbeing Financial Capability</p> <ul style="list-style-type: none"> • I can decide what to spend my money on and choose the best way to pay. <p>Healthy & Safer Lifestyles Drug Education</p> <p>Healthy & Safer Lifestyles Personal Safety</p> <ul style="list-style-type: none"> • I can recognise my own feelings and communicate them to others. • I can recognise when my Early Warning Signs are telling me I don't feel safe. • I can recognise the qualities in trusted adults and trusted friends have. • I can make the correct choices if I feel worried about a friendship or family relationship. • I can decide if a secret is safe or unsafe. • I can keep safe online. <p>Healthy & Safer Lifestyles Relationships and Sex Education</p> <p>Myself & My Relationships Managing Change</p> <ul style="list-style-type: none"> • I can thrive when my friendships change. • I can behave appropriately when I feel strong emotions linked to loss and change. •
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	<ul style="list-style-type: none"> • I understand how different caring, stable, adult relationships create a secure environment for children to grow up. <p>Myself & My Relationships Managing Change</p> <ul style="list-style-type: none"> • I know what changes I and my peers have already experienced and what might happen in the future. • I know how people might feel when loved ones or pets die, or they are separated from them for other reasons. • I understand the changes people welcome and how can they plan for these. • I know what helps me when I'm experiencing strong emotions due to loss or change. 	
Year 5	<p>Myself & My Relationships Beginning and Belonging</p> <ul style="list-style-type: none"> • I understand how different people feel when starting something new <p>Myself & My Relationships My Emotions</p> <ul style="list-style-type: none"> • I understand the meaning of loneliness. • I know how common mental ill health is and what self-care techniques I could use. • I know the main problems caused by impulsive online communication. • I know how other people feel and respond to them. <p>Citizenship Working Together</p> <ul style="list-style-type: none"> • I know some of the jobs that people do. • I know my strengths and skills and recognise how they are seen by others. • I know what improvements I could make and know I can achieve. <p>Citizenship Diversity and Communities</p> <ul style="list-style-type: none"> • I understand people's different identities, locally and in the UK. • I understand the negative effects of stereotyping. • I know which wider communities & groups am I part of & how this benefits me. • I know some voluntary organisations and how do they make a difference. • I understand what the role of the media is and how it influences me and my community. • I know who cares for the wider environment and what is my contribution. • I know how other people's perceptions, views and stereotypes influence my sense of identity. • I know how views of gender affect my identity, friendships, behaviour & choices. <p>Healthy & Safer Lifestyles Managing Safety and Risk</p>	<p>Myself & My Relationships Beginning and Belonging</p> <ul style="list-style-type: none"> • I can make sure everyone in school feels happy and safe • I can take responsibility for building relationships in my school and recognise how this benefits us all. • I can make people feel welcome and valued in and out of school. • I can be resilient in a range of new situations. • I can get help and seek support. • I can help someone starting something new. <p>Myself & My Relationships My Emotions</p> <ul style="list-style-type: none"> • I can make mental wellbeing a normal part of daily life, in the same way as physical wellbeing. • I can have a 'strong sense of identity' & 'self-respect'. • I can boost my self-respect. • I can manage strong emotions • I can judge if my own feelings and behaviours are appropriate & proportionate. • I can get support when things are difficult. • I can manage feelings of isolation <p>Citizenship Working Together</p> <ul style="list-style-type: none"> • I can learn new skills effectively. • I can recognise how my skills and strengths could be used in future employment. • I can be a good listener to other people. • I can share my views effectively and negotiate with others to reach agreement. • I can persevere and help others to do so. • I can give, receive and act on sensitive and constructive feedback. <p>Citizenship Diversity and Communities</p> <ul style="list-style-type: none"> • I can show respect to those with different lifestyles, beliefs & traditions. <p>Healthy & Safer Lifestyles Managing Safety and Risk</p> <ul style="list-style-type: none"> • I can keep others safer. • I can safely get the attention of a known or unknown adult in an emergency.



	<ul style="list-style-type: none"> • I know when it might be good for my mental health for me to take a risk. • I know what the possible benefits and consequences are of taking physical, emotional and social risks. • I understand the benefits of cycling and walking on my own • I understand the benefits of using public transport and I can stay safe near railways. <p>Healthy & Safer Lifestyles Digital Lifestyles</p> <ul style="list-style-type: none"> • I know some examples of how I use the internet, the services it offers, and how I make decisions. • I understand some ways in which information and data is shared and used online. • I understand how online content impact on me positively or negatively. • I know what my responsibilities are for my own and others' mental and physical wellbeing online and how can I fulfil these. • I know some of the ways of reporting concerns and why is it important to persist in asking. • I know the principles for my contact and conduct online, including when I am anonymous. • I know how the media can shape my ideas about various issues and how can I challenge or reject these. <p>Healthy & Safer Lifestyles Relationships and Sex Education</p> <ul style="list-style-type: none"> • I know happens to different bodies at puberty. • I know what might influence my view of my body. • I know the male and female sexual parts, name them and explain their functions. <p>Healthy & Safer Lifestyles Healthy Lifestyles</p> <ul style="list-style-type: none"> • I know how physical activity helps me & what might be the risks of not engaging in it. • I understand what characterises as a balanced or unbalanced diet and the associated benefits and risks are. • I understand the different aspects of a healthy lifestyle and how I could become healthier. • I understand why online apps and games age restricted are. • I understand the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health. 	<ul style="list-style-type: none"> • I can carry out basic first aid in common situations, including head injuries. • I can get outside support my wellbeing & I can keep myself safe in the sun. • I can prevent accidents at school and at home, now that I can take more responsibility. • I can stay safer when walking and cycling. <p>Healthy & Safer Lifestyles Digital Lifestyles</p> <ul style="list-style-type: none"> • I can critically consider my online friendships, contacts and sources of information, and make positive contributions. • I can identify, flag and report inappropriate content. <p>Healthy & Safer Lifestyles Relationships and Sex Education</p> <ul style="list-style-type: none"> • I can talk about bodies confidently and appropriately. • I can keep my growing and changing body clean. • I can reduce the spread of viruses and bacteria. <p>Healthy & Safer Lifestyles Healthy Lifestyles</p> <ul style="list-style-type: none"> • I can say what factors influencing me when I'm making lifestyle choices and these might change over time. • I can see the signs of physical illness and respond.
Year 6	<p>Citizenship Rights, Rules & Responsibilities</p> <ul style="list-style-type: none"> • I know why it is important to keep my personal information private, especially online. • I know the basic rights of children and adults. • I understand why we have laws in our country. • I know how democracy works in our community and in our country. • I understand what councils, councillors, parliament and MPs do. • I know the conventions of courtesy & manners and how these vary. <p>Myself & My Relationships Family and Friends</p> <ul style="list-style-type: none"> • I understand the characteristics of healthy friendships on and offline and how they benefit me. • I understand the benefits and risks of making new friends, including those I only know online. • I know how trust and loyalty feature in my relationships on and offline. 	<p>Citizenship Rights, Rules & Responsibilities</p> <ul style="list-style-type: none"> • I can identify how does behaviour online affect others & I can show respect. • I can contribute to making and changing rules in school. • I can make a difference in school. • I can identify places or times when I have to behave differently. • I can take part in a debate and listen to other people's views. <p>Myself & My Relationships Family and Friends</p> <ul style="list-style-type: none"> • I can always balance the needs of family & friends & how do I manage this. • I can communicate, empathise & compromise when resolving friendship issues. • I can check that my friends give consent on and offline.



<ul style="list-style-type: none"> • I know how people in my family continue to support each other as things change. • I know who are in my networks, on & offline, and how have these changed and how we support each other. <p>Myself & My Relationships Anti-bullying</p> <ul style="list-style-type: none"> • I understand the differences between friendship difficulties and bullying. • I know the characteristics and different forms of bullying. • I know how people use technology & social media to bully others and I can help others to prevent and manage this. • I know what all types of bullying have in common. • I know ways of preventing bullying in school and the wider community. • I understand how and why peers might become colluders or supporters in bullying situations. • I understand how bullying might affect people’s mental wellbeing and behaviour. • I understand how different groups might experience bullying in different ways. • I understand how people’s personal circumstances can affect their experiences. • I understand how prejudice sometimes lead people to bully others. <p>Economic Wellbeing Financial Capability</p> <ul style="list-style-type: none"> • I know different ways to gain money. • I know what sort of things adults need to pay for. • I understand why people don’t get all the money they earn. • I know how money is used to benefit the community or the wider world. • I understand poverty. • I know how I might be able to afford the things I want or need. <p>Healthy & Safer Lifestyles Drug Education</p> <ul style="list-style-type: none"> • I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them. • I know how drug use affects the way a body or brain works. • I know how medicines help people with different illnesses. • I know which immunisations I have had and may have in future and how they keep me healthy. • I understand drug misuse. • I understand some of the laws about drugs. <p>Healthy & Safer Lifestyles Personal Safety</p> <ul style="list-style-type: none"> • I understand the difference between appropriate & inappropriate or unsafe physical contact. • I understand my own feelings and consider how my actions may affect the feelings of others. <p>Healthy & Safer Lifestyles Relationships and Sex Education</p> <ul style="list-style-type: none"> • I know the different ways babies are conceived and born. (Sex Education) 	<p>Myself & My Relationships Anti-bullying</p> <ul style="list-style-type: none"> • I can respond assertively to bullying, online and offline. <p>Economic Wellbeing Financial Capability</p> <ul style="list-style-type: none"> • I can make sure I get ‘value for money’. <p>Healthy & Safer Lifestyles Drug Education</p> <ul style="list-style-type: none"> • I can say when and how I should check information about drugs. <p>Healthy & Safer Lifestyles Personal Safety</p> <ul style="list-style-type: none"> • I can use my Early Warning Signs to judge how safe I am feeling. • I can judge who is a trusted adult or trusted friend. • I can judge when it is not right to keep a secret and what action I could take. • I can recognise risks online and report concerns. • I can use strategies to assess risk and help me feel safer when I am feeling unsafe. • I can report concerns of abuse or neglect. • I can seek help or advice from someone on my personal network and I can review my network. <p>Healthy & Safer Lifestyles Relationships and Sex Education</p> <ul style="list-style-type: none"> • I can see how my words or actions can affect how others feel, and what my responsibilities are. <p>Myself & My Relationships</p>
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	<ul style="list-style-type: none"> • I understand what adults should think about before they have children. • I understand why people might get married or become civil partners. • I know what different families are like. • I understand what effects puberty have on people’s feelings and emotions. <p>Myself & My Relationships Managing Change</p> <ul style="list-style-type: none"> • I know the positive and negative changes that people might experience. • I know how people’s emotions evolve over time as they experience loss and change. • I know the different strategies people use to manage feelings linked to loss and change and how I can help. • I understand how people whose families change might feel. • I understand when change might lead to positive outcomes for people. • I understand positive and negative changes I have experienced and how these experiences have affected me. 	<p>Managing Change</p> <ul style="list-style-type: none"> • I can manage the changing influences and pressures on my friendships and relationships. • I can identify strategies to help me thrive when I move to my next school.
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