



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

RSE Policy



Manchester Communication Primary Academy

RSE Policy

2024-25

October 2024

Review October 2026

Contents

1	Introduction
2	Statutory Requirements
3	Aims
4	Context
5	Definition
6	Organisation
7	Curriculum
8	Delivery
9	Policy development
10	Roles and Responsibilities
11	Parental Right of Withdrawal
12	Monitoring and Review

The purpose of the policy is to outline how through our Relationship and Sex Education (RSE) provision we aim to support our pupils' social, moral, cultural and emotional development. Our focus is on developing our pupil's knowledge about health, relationships, emotional and mental wellbeing to support them to make the best possible decisions as they grow and change. We place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships.

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.

This policy also has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) (updated 2021) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'. 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 Manchester Communication Primary Academy, we teach RSE as set out in this policy.

3. Aims

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

- Provide a framework in which sensitive discussions can take place.
- Provide information which is relevant and appropriate to the age and maturity of the pupils.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help children to understand, and to be able to cope with, the physical and emotional changes that happen during puberty.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Encourage children to explore faith, cultural perspectives and sexuality in a respectful way.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Empower, enable and encourage pupils to make informed decisions about their own personal relationships.

MCPA is a learning family where everyone is welcomed valued and respected. We are committed to the provision of a safe, happy and inclusive learning environment in which everyone feels valued and our pupils are encouraged to develop their full potential.

4. Context

We want our pupils to develop healthy positive behaviours that will support them through life. Our RSE policy encompasses our schools core values alongside British Values. We are committed to safeguarding all children and our provision of RSE supports this commitment. We provide children with the opportunity to learn about healthy relationships, respect for themselves and where to seek help if needed. We aim to equip children with the knowledge and skills to make safe positive decisions through life. All pupils will be offered the same sex and relationship education curriculum entitlement tailored to their individual need and stage of emotional development. It is our aim to offer all pupils the opportunity to develop their potential within an atmosphere which values each

individual as unique and worthy of respect. We use an inclusive, whole school approach to ensure RSE can be accessed in an ageappropriate way throughout a child's school career.

5. Definition

For the purpose of this policy, "relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality. RSE is about the emotional, social and cultural development of pupils, and involves learning about: healthy lifestyles; diversity; personal identity & puberty (Year 5/6). RSE involves a combination of sharing information, and exploring issues and values. Relationships and Sex education is not about the promotion of sexual activity. For the purpose of this policy, "health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

6. Organisation

We teach RSE through our PSHE curriculum and where appropriate through our science curriculum. In PSHE we use PSHE Association programme of study to build our curriculum. We cover;

- Families, how they are all different and all are to be valued;
- Positive relationships and friendships;
- Respecting ourselves and others-exploring how our behaviour can impact on others;
- Being safe, online and in the outside world;
- Appropriate relationships, how bodies belong to the individual and to how identify appropriate physical contact and where to go if they feel unsafe;
- How males and females are different and scientifically correct names for body parts;
- How bodies grow and change and what happens to bodies during puberty.

We aim to support children's emotional development and the children are encouraged to ask questions and are taught where to go if help is needed.

Through our Science Curriculum; teachers inform children about males and females and how a baby is born. In Key Stage 1, we teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

7. Curriculum

Our curriculum is set out as per Appendix 1, however, 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 (Upper KS2) during the summer term.

For more information about our curriculum, see our PSHE curriculum map, which is detailed on the website.

8. Delivery

RSE is taught within the PSHE curriculum. We use the PSHE association programme of study to inform the long term planning and ensure breadth of delivery.

RSHE will also be taught through the following curriculum links:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

Pupils also receive stand-alone sessions on P.A.N.T.S (whole school) and puberty (Year 5/6 only), which are delivered by a trained health professional and/or a trained teacher.

All RSE lessons are taught in a sensitive manner respecting the needs of all pupils. Our school will develop ground rules for lessons promoting a positive supportive learning environment. RSE lessons may lead to a disclosure from a pupil if this is the case staff are to follow our safeguarding/child protection policy informing the schools safeguarding lead if needed.

9. 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 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

10. Roles and Responsibilities

The governing board

The governing board has delegated the approval of this policy to the headteacher.

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 11).

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 SLT.

Pupils

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

11. Parental Right of Withdrawal

The school recognises the importance of parent's/carers' involvement in RSE and encourage parents to understand what is taught to their child. The school also supports the parents' rights in requesting that their child does not take part in lessons. They are encouraged in the first instance to discuss this with PSHE lead/Head teacher to make it clear which aspects they are to be withdrawn from and confirm their request in writing

12. Monitoring and Review

The delivery of RSE is monitored by the PSHE lead Mr D McClean through: curriculum sampling, learning walks, feedback from staff and pupil voice. Pupils' development in RSE is monitored by class teachers, as part of our internal assessment systems.

Governors are responsible for monitoring the RSE policy and give due consideration to any comments/queries raised by parents/carers. The head teacher is to keep a record of any comments. The policy is to be reviewed yearly or earlier as the statutory guidance on RSE is published

Theme Link	Relationships Behaviour	Health and Well being Determination/ Grit	Living in the Wider World Courage	Relationships Friendship	Health and Well being Attitude	Living in the Wider World Enthusiasm
UNICEF RRS	European Day of Languages World Food Day/ Harvest Black History month	Remembrance International day of Persons with Disabilities Anti-bullying week	Children's mental health week Safer internet day LGBT+ History month	International Women's Day World Water Day	Earth Day Mental Health Awareness week	Soccer Aid for UNICEF World Refugee Day Holiday safety

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
'Think Equal' Curriculum					
Nursery					

Year 1	<ol style="list-style-type: none"> 1. Roles different people play in our lives 2. Identify people who love and care for them and what they do to help them feel cared for. 3. How people make friends and what makes a good friendship. 4. Bodies and feelings can be hurt by words and actions. 5. To recognise that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are private. 6. What is kind and unkind behaviour, and how this can affect others. 	<ol style="list-style-type: none"> 1. What keeping healthy means 2. Foods that support good health and the risks of eating too much sugar 3. Different feelings humans can experience 4. To recognise and name feelings 5. Recognise what makes them special 6. Recognise the ways in which we are all unique 7. Recognise risk in simple everyday situations and what action to take to minimise harm 8. The people whose job it is to keep us safe 	<ol style="list-style-type: none"> 1. What rules are and why they are needed 2. Different groups we belong to 3. Not all information is true 4. What money is- its forms and sources 5. Everyone has different strengths 	<ol style="list-style-type: none"> 1. To identify common features of family life 2. How to recognise when they or someone else feels lonely and what to do 3. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online 4. How to respond safely to adults they don't know 5. Recognise the ways in which they are the same and different to others 	<ol style="list-style-type: none"> 1. About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health 2. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) 3. About growing and changing from young to old and how people's needs change 4. Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely 5. About things that people can put into their body or on their skin; how these can affect how people feel 	<ol style="list-style-type: none"> 1. What money is; forms that money comes in; that money comes from different sources 2. About the difference between needs and wants; that sometimes people may not always be able to have the things they want 3. About preparing to move to a new class/year group 4. About change and loss; to identify feelings associated with this; to recognise what helps people to feel better 5. About growing and changing from young to old and how people's needs change
Year 1	<ol style="list-style-type: none"> 1. Identify common features of family life 2. Recognise when they or someone else feels lonely and what to do 3. How people may feel if they experience hurtful behaviour or bullying 4. How to respond safely to adults they don't know 5. Recognise ways in which they are the same and different to others 	<ol style="list-style-type: none"> 1. Simple hygiene routines that can stop germs from spreading 2. Medicines (including vaccinations and immunisations and those that support allergic reactions) can help people stay healthy 3. How feelings can affect people's bodies and how they behave 4. To recognise what others might be feeling 5. To recognise ways in which we are all unique 6. That household products (including medicines) can be harmful if not used correctly 7. People whose job it is to keep us safe 	<ol style="list-style-type: none"> 1. People and other living things have different needs 2. Recognise the ways they are the same as and different to other people 3. Role of the internet in everyday life 4. Difference between needs and wants 5. Job help people to earn money to pay for things 	<ol style="list-style-type: none"> 1. Roles different people play in our lives 2. Simple strategies to resolve arguments between friends positively 3. That hurtful behaviour is not acceptable; how to report bullying; the importance of telling a trusted adult 4. How to respond if physical contact makes them feel uncomfortable or unsafe 5. Know there are situations when they should ask for permission and also when there permission should be sought 6. How to treat themselves and others with respect; how to be polite and courteous 7. How to listen to other people and play and work cooperatively 	<ol style="list-style-type: none"> 1. How to keep safe in the sun and protect skin from sun damage 2. To recognise that not everyone feels the same at the same time, or feels the same about the same things 3. About ways of sharing feelings; a range of words to describe feelings 4. To name the main parts of the body (including external genitalia) 5. About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) 6. Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely 7. About things that people can put into their body or on their skin; how these can affect how people feel 	<ol style="list-style-type: none"> 1. Different jobs that people they know or people who work in the community do 2. That everyone has different strengths 3. About preparing to move to a new class/year group 4. About change and loss; to identify feelings associated with this; to recognise what helps people to feel better 5. About growing and changing from young to old and how people's needs change

<p>Year 2</p>	<ol style="list-style-type: none"> 1. Different types of families including those that may be different from their own 2. Simple strategies to resolve arguments between friends positively 3. That hurtful behaviour including teasing, name calling, bullying and deliberate exclusion of others is not acceptable; how to report bullying; the importance of telling a trusted adult 4. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe 5. To listen carefully to other people and play and work cooperatively 6. How to talk about and share their opinions on things that matter to them 	<ol style="list-style-type: none"> 1. How physical activity helps us to stay healthy; and ways to be physically active 2. About the people who help us stay physically healthy 3. How to recognise what others might be feeling 4. To recognise what they are good at, what they like and dislike. 5. About rules and age restrictions that keep us safe 6. Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult 	<ol style="list-style-type: none"> 1. Things we can do to look after the environment 2. Roles and responsibilities of people in the community 3. People make different choices about how to save and spend money 4. Jobs people we know or people in the community do 	<ol style="list-style-type: none"> 1. Importance of telling someone if something about their family makes them feel unhappy or worried 2. How to ask for help if a friendship is making them feel unhappy 3. How people may feel if they experience hurtful behaviour or bullying 4. The importance of not keeping adults' secrets 5. What to do if they feel unsafe or worried for themselves or others: who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard 6. About how to treat themselves and others with respect: how to be polite and courteous 7. That sometimes people may behave differently online, including by pretending to be someone they are not 	<ol style="list-style-type: none"> 1. About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV 2. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good 3. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it 4. How to manage when finding things difficult 5. About growing and changing from young to old and how people's needs change 6. About what to do if there is an accident and someone is hurt 7. How to get help in an emergency (how to dial 999 and what to say) 	<ol style="list-style-type: none"> 1. About some of the strengths and interests someone might need to do different jobs 2. That money/needs to be looked after; different ways of doing this 3. That not all information seen online is true 4. To recognise the ways they are the same as, and different to, other people in their class/year group 5. About change and loss; to identify feelings associated with this; to recognise what helps people to feel better 7. About growing and changing from young to old and how people's needs change
<p>Year 3</p>	<ol style="list-style-type: none"> 1. 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 2. 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 applies to online friendships 3. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, trolling, name calling, bullying, harassment or exclusion); how to report concerns and get support 4. How to get advice and report concerns if worried about their own or someone else's personal safety (including online) 5. 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 	<ol style="list-style-type: none"> 1. What constitutes a healthy diet: how to plan healthy meals; benefits to health and well-being of eating nutritionally rich foods; risks of not eating a healthy diet including obesity and tooth decay 2. To recognise that habits can have both positive and negative effects on a healthy lifestyle 3. To recognise that feelings can change over time and range in intensity 4. Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) 5. 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 6. How to predict, assess and manage risk in different situations 	<ol style="list-style-type: none"> 1. Shared responsibility for protecting the environment in school and at home; how everyday choices affect the environment 2. Different groups that make up our community; what living in a community means 3. Ways the internet and social media can be used negatively and positively 4. Risks associated with money and ways of keeping money safe 5. There is a broad range of jobs we can do and people can have more than one job/career 	<ol style="list-style-type: none"> 1. That a feature of positive family life is caring relationships; about the different ways in which people care for one another 2. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty 3. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing 4. 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 5. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background 	<ol style="list-style-type: none"> 1. About the elements of a balanced, healthy lifestyle 2. Develop a varied vocabulary to use when talking about feelings; about how to express feelings in different ways 3. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health 4. 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 5. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health 6. 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/addictive drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) 	<ol style="list-style-type: none"> 1. About the different groups that make up their community; what living in a community means 2. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) 3. To identify the kind of job that they might like to do when they are older 4. 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 5. About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information 6. Strategies to manage transitions between classes and key stages

<p>1. To recognise that there are different types of relationships (e.g. friendship, family, romantic, online)</p> <p>2. How friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>3. About the impact of bullying, offline and online, and the consequences of hurtful behaviour</p> <p>4. About keeping something confidential or secret; when this should be a surprise party or should not be agreed to and when it is right to break confidence or share a secret</p> <p>5. That personal behaviour can affect other people; to recognise and model respectful behaviour (including online)</p>	<p>1. What good physical health means; how to recognise early signs of physical illness</p> <p>2. 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</p> <p>3. About choices to support a healthy lifestyle and recognise what might influence these</p> <p>4. Strategies and behaviour that support mental health- including how good quality sleep, physical exercise, time outdoors, being involved in community, doing things for others, clubs, activities, hobbies and time with friends/ family can support mental health and well-being</p> <p>5. To identify personal strengths, skills, achievements and interests and how these contribute to self-worth</p> <p>6. 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</p> <p>7. Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and well-being with reference to social media, W, films/games</p>	<p>1. That people who love and care for each other can be in a connected relationship (e.g. marriage), living together, but may also live apart</p> <p>2. To recognise what it means to 'know someone online' and how this differs from meeting someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>3. About privacy and personal boundaries; wider relationships (including online)</p> <p>4. Where someone is worried about their own or someone else's personal safety (including online)</p> <p>5. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>	<p>1. To value the different contributions that people and groups make to the community</p> <p>2. About the relationship between rights and responsibilities</p> <p>3. About the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>4. 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>5. About how text and images in the media and on social media can be manipulated or inserted; strategies to evaluate the reliability of sources and identify misinformation</p> <p>6. Strategies to manage transitions between classes and key stages</p>	<p>1. About what someone can experience mental health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>2. About everyday things that affect feelings and the importance of expressing feelings</p> <p>3. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>4. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>5. Strategies to respond to feelings; including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>6. About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>7. About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>	<p>1. 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>2. 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>3. About seeking and giving permission (consent) in different situations</p> <p>4. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or backgrounds</p> <p>5. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>	<p>1. About the different groups that make up their community; what living in a community means</p> <p>2. To value the different contributions that people and groups make to the community</p> <p>3. About diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>4. Different ways to keep track of money</p> <p>5. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>6. 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>7. About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>8. Strategies to manage transitions between classes and key stages</p>
<p>1. To recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice</p> <p>2. The importance of seeking advice if feeling lonely or excluded</p> <p>3. That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>4. About discrimination; what it means and how to challenge it</p> <p>5. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>6. To listen and respond respectfully to a wide range of people including those whose traditions, beliefs and lifestyles are different from their own</p>	<p>1. Reasons for rules and laws; consequences of not adhering to these</p> <p>2. How stereotypes can negatively influence behaviours and attitudes towards others</p> <p>3. About prejudice; how to recognise behaviour/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>4. How text and media can be manipulated or inserted; strategies to evaluate sources</p> <p>5. Different ways to pay for things and the choices people have</p> <p>6. How people make spending decisions based on priorities, needs and wants</p> <p>7. Stereotypes in the workplace and how they should not limit aspirations</p> <p>8. What might influence a person's career or job decisions</p>	<p>1. 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>2. 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>3. About seeking and giving permission (consent) in different situations</p> <p>4. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or backgrounds</p> <p>5. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>	<p>1. About what someone can experience mental health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>2. About everyday things that affect feelings and the importance of expressing feelings</p> <p>3. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>4. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>5. Strategies to respond to feelings; including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>6. About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>7. About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>	<p>1. About the different groups that make up their community; what living in a community means</p> <p>2. To value the different contributions that people and groups make to the community</p> <p>3. About diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>4. Different ways to keep track of money</p> <p>5. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>6. 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>7. About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>8. Strategies to manage transitions between classes and key stages</p>	<p>1. 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>2. 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>3. About seeking and giving permission (consent) in different situations</p> <p>4. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or backgrounds</p> <p>5. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>	<p>1. About the different groups that make up their community; what living in a community means</p> <p>2. To value the different contributions that people and groups make to the community</p> <p>3. About diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>4. Different ways to keep track of money</p> <p>5. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>6. 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>7. About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>8. Strategies to manage transitions between classes and key stages</p>
<p>Year 4</p>	<p>Year 5</p>					

<p>Year 6</p>	<ol style="list-style-type: none"> 1. About the importance of friendships: strategies for building positive friendships; how positive friendships support wellbeing 2. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and about discrimination; what it means and how to challenge it 3. To recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this 4. How to discuss and debate topical issues; respect other people's point of view and constructively challenge those they disagree with 	<ol style="list-style-type: none"> 1. How to maintain good oral hygiene; why regular visits to the dentist are essential; the impact of lifestyle choices on dental care 2. About the new opportunities and responsibilities that increasing independence may bring 3. 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 4. About the physical and emotional changes that happen when approaching and during puberty 5. 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 6. 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 	<ol style="list-style-type: none"> 1. Recognise there are human rights that are there to protect everyone 2. How stereotypes can negatively influence behaviours and attitudes towards others 3. What things are appropriate to share and things that should not be shared on social media; including rules for sharing images 4. People have different attitudes to towards saving and spending money; what is 'good' value for money 5. What might influence a person's career or job decisions 6. Skills that can help them in their future careers 7. To recognise different routes into careers 	<ol style="list-style-type: none"> 1. 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 2. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely 3. 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 4. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this 5. How to discuss and debate topical issues; respect other people's point of view and constructively challenge those they disagree with 	<ol style="list-style-type: none"> 1. 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 2. About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene 3. 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 4. About where to get more information; help and advice about growing and changing; especially about puberty 5. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction 6. 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 7. That for some people gender identity does not correspond with their biological sex 8. That female genital mutilation (FGM) is against British law; what to do and whom to tell if they think they or someone they know might be at risk 	<ol style="list-style-type: none"> 1. About diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities 2. About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information 3. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) 4. 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 5. To identify the kind of job that they might like to do when they are older 6. Strategies to manage transitions between classes and key stages
---------------------------------	--	---	---	---	--	---