



Emmanuel

Diocese of Liverpool
Academies Trust

Serving flourishing communities

Relationships and Sex Education Policy

Warrington St Ann's Church of England Primary School

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Review Date	

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1. Introduction

The Emmanuel Trust is committed to serving flourishing communities through the provision of high-quality Relationships and Sex Education. Rooted in clearly established Christian values and principles, we believe that every child is loved and valued and should be enabled to flourish academically, socially, spiritually and emotionally. Through age-appropriate and inclusive teaching, we seek to equip pupils with the knowledge, understanding and virtues needed to form healthy relationships, make wise choices and contribute positively to their communities.

As a Church of England school our vision and values are central to all we do. **Our mission statement based on Jeremiah 29v11 is that children, parents, governors, staff and local community have the absolute best chance for their future and this** is at the forefront of all our teaching and allows us to celebrate life in all its fullness. Our Christian values of **Hope, Respect and Perseverance** underpin our approach to teaching RSE, enabling our children to be confident, respectful and healthy members of society.

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

The Church of England's faith sensitive, inclusive approach to RSE is underpinned by two key biblical passages:

'So God created humankind in his image, in the image of God he created them.' (Genesis 1:27, NRSV)

All people should be given dignity as all people are made in the image of God and loved equally by God. This underpins what pupils learn about the differences that are permissible under UK law.

"I have come in order that you may have life – life in all its fullness.' (John 10:10, GNB)

All pupils have a right to an education which enables them to flourish and is set in a classroom culture where differences of lifestyle and opinion are given dignity; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At St. Ann's C.E. Primary School, equality is a key principle for treating all people the same as we believe that every human being without exception has innate dignity, being made in the image of God.

2. Aims

The aims of relationships and sex education (RSE) in our trust are to:

- To ensure Relationships and Sex Education is part of a child's broad, balanced curriculum and part of the child's all round development
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments. As a basis for sexual relationship
- To prepare children for healthy relationships in an online world
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- 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
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- Create a positive culture around **issues of sexuality and relationships**
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To know how to 'love your neighbour' even when we might disagree.

3. Statutory requirements

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

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is broad and balanced including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

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

We also have regard to legal duties set out in:

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

At Emmanuel Diocese of Liverpool Academies Trust, we teach RSE as set out in this policy.

4. Policy development

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

1. Review – a member of staff or a working group of staff from each school/central trust education team pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy at their respective schools
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification

4. Definition

Relationships education is defined as teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Sex education is defined as teaching pupils an age appropriate understanding of human sexuality. The programme of work covers romantic relationships, personal safety and mental health, preparation and responding to puberty and personal safety.

Sex education is not compulsory in primary schools but the DfE recommends that primary schools teach sex education in year 5 and 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science covers subject content in related areas including the main external body parts, changes from birth to old age including puberty and reproduction in some plants and animals.

5. Curriculum

Our RSE 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/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share any curriculum resources and materials with parents and carers upon request.

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) and computing.

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, kind relationships
- Online safety and awareness

➤ Being safe

It has been determined that St Ann's CE Primary School will deliver content that prepares children for the changes in their bodies that adolescence brings. However, we will not deliver additional content on sex education.

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

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

6.1 Inclusivity

Our school will teach about these topics in a manner that:

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

They will also:

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

6.2 Use of resources

Our school will consider whether any resources they plan to use:

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

7. Use of external organisations and materials

Across our trust, we will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

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

Our academies **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - o Are age-appropriate
 - o Are in line with pupils' developmental stage
 - o Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - o What they're going to say
 - o Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share any external materials with parents and carers

Our academies **won't**, under any circumstances:

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

8. Roles and responsibilities

8.1 The board of trustees

The board of directors has delegated the approval of the RSE policy to local governing bodies.

8.2 CEO

The CEO will:

- Work with headteachers to make sure they can implement the policy in their school
- Report to the board of trustees on any issues with its implementation across the trust

8.3 Local governing bodies

Local governing bodies are responsible for approving the policy and supporting the implementation of the policy at their school and reporting issues to the CEO if they occur.

8.4 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, for managing requests to withdraw pupils from non-statutory components of RSE (see section 9) and reporting all requests for withdrawal to the local governing board.

8.5 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/carers wish them to be withdrawn from the non-statutory components of RSE

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

8.6 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their children from relationships education.

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

Requests for withdrawal should be first raised with the class teacher and then put in writing address to the headteacher. A copy of the withdrawal request will be put in the child's educational record. The headteacher will arrange a meeting to discuss the request with parents and, where appropriate with the child, and take appropriate action.

10. Training

Staff are trained on the delivery of RSE annually in accordance with the continuing professional development calendar.

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

11. Monitoring arrangements

The delivery of RSE is monitored through work scrutiny, learning walks, lesson observations and pupil voice.

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

This policy will be reviewed by [Mrs K Keen Head teacher and Mr S Cartledge PSHE lead. annually]. At every review, the policy will be approved by the local governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map –

			EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		RELATIONSHIPS EDUCATION							
		Families and people who care for me <i>Pupils should know...</i>							
F1		that families are important for children growing up because they can give love, security and stability.	P	P	P	P	P	P	P
F2		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.	P	P			P	P	
F3		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.	P		P	P			P
F4		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.	P	P			P	P	
F5		that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						P	P

F6		how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.				P	P	P	P
		Intervention as response to children not understanding or respecting other people's physical differences.							
		Caring Friendships <i>Pupils should know...</i>							
CF1		how important friendships are in making us feel happy and secure, and how people choose and make friends.	P	P	P	P	P	P	P
CF2		the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	P	P	P	P	P	P	P
CF3		That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	P	P	P	P	P	P	P
CF4		The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	P	P	P	P	P	P	P
CF5		that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	P	P	P	P	P	P	P
CF6		How to manage conflict, and that resorting to violence is never right.	P	P	P	P	P	P	P
CF7		How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	P	P	P	P	P	P	P

Whole school event	Friendship week. Book related them with activities and discussions about what makes a good friend what are respectful ways of dealing with people.	P	P	P	P	P	P	P
	Friendship Intervention when fallouts happen. Friendship intervention when children are feeling lonely	P						
	Support intervention for children when there is a breakdown of relationships in the family home.	P						
	ELSA	P						
	Respectful, Kind Relationships <i>Pupils should know...</i>							
RR1	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	P	P	P	P	P	P	P
RR2	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.		P	P	P	P	P	P
RR3	How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	P	P	P	P	P	P	P
RR4	Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.		P	P	P	P	P	P

RR5		That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	P	P	P	P	P	P	P
RR6		Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	P	P	P	P	P	P	P
RR7		The conventions of courtesy and manners.	P	P	P	P	P	P	P
RR8		The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	P	P	P	P	P	P	P
RR9		The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.		P	P	P	P	P	P
RR10		What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.			P	P	P	P	P
RR11		How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.			P	P	P	P	P

visitor	Speak out stay safe talk from the NSPCC	P	P	P	P	P	P	P
visitor	Visit from PCSO to talk about online and cyber bullying				P	P	P	P
Visitor	Visit from White ribbon to talk about domestic violence						P	P
	LKS2 Places of Worship trip – synagogue, mosque and cathedral in Liverpool				P	P		
	Online safety and awareness <i>Pupils should know...</i>							
OS1	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.		P	P	P	P	P	P
OS2	How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.				P	P	P	P
OS3	That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.						P	P

OS4		The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.				P	P	P	P
OS5		Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.					P	P	P
OS6		That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.		P	P	P	P	P	P
		Online Safety day (Across School)	P	P	P	P	P	P	P
		Being Safe Pupils should know...							
BS1		What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	P	P	P	P	P	P	P
BS2		The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.		P	P	P	P	P	P
BS3		That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.		P	P	P	P		

BS4		How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.		P	P		P	P	
BS5		How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	P	P	P	P	P	P	P
BS6		How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.		P		P	P	P	P
BS7		How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	P	P	P	P	P	P	P
		PCSO – talk on knife crime						P	P
		PCSO – safety talk keeping safe on Bonfire night					P	P	P
		PSCO – Road safety talk				P	P	P	P
		Safety central visit. (Home, rail, water, road, fire, cyber safety)						P	
		Fire tent and home safety talk from fire brigade.						P	

		HEALTH EDUCATION							
		Health and Well being <i>Pupils should know...</i>							
GW1		The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	P	P	P	P	P	P	P
GW2		The importance of promoting general wellbeing and physical health	P	P	P	P	P	P	P
GW3		The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	P	P	P	P	P	P	P
GW4		How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	P	P	P	P	P	P	P
GW5		How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	P	P	P	P	P	P	P
GW6		That isolation and loneliness can affect children, and the benefits of seeking support.			P	P	P	P	P
GW7		That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		P	P	P	P	P	P
GW8		That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement,		P	P	P	P	P	P

GW9		Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).		P	P	P	P	P	P
GW10		That it is common to experience mental health problems, and early support can help.				P	P	P	P
		3 year Mental Health Plan to promote a whole school approach to support children with both good and bad mental health.							
		MHST – referrals for children with worries, anxiety or low level behaviour MHST – visit to school to speak to identified classes on specific topics. (year 6 SATS)							P
		1:1 mentoring	P	P	P	P	P	P	P
		Mental health week. (Activities across the week)	P	P	P	P	P	P	P
		Well being online <i>Pupils should know...</i>							
WO1		That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.		P	P	P	P	P	P
WO2		Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.						P	P

WO3		The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.			P	P	P	P	P
WO4		How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.				P	P	P	P
WO5		Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.				P	P	P	P
WO6		The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.					P	P	P
WO7		How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.				P	P	P	P
WO8		That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.			P	P	P	P	P
WO9		How to understand the information they find online, including from search engines, and know how information is selected and targeted.				P	P	P	P
WO10		That they have rights in relation to sharing personal data, privacy and consent.			P	P	P	P	P
WO11		Where and how to report concerns and get support with issues online.			P	P	P	P	P
		Physical Health and Fitness <i>Pupils should know...</i>							

PH1		the characteristics and mental and physical benefits of an active lifestyle.		P	P	P	P	P	P
PH2		the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, moderate, vigorous exercise.			P			P	P
PH3		the risks associated with an inactive lifestyle (including obesity).			P	P	P	P	P
PH4		how and when to seek support including which adults to speak to in school if they are worried about their health.				P		P	P
		Science – Animals Including Humans – Y1, Y2, Y6							
		Healthy Eating <i>Pupils should know...</i>							
HE1		What constitutes a healthy diet (including understanding calories and other nutritional content).				P	P	P	
HE2		Understanding the importance of a healthy relationship with food.					P	P	P
HE3		The principles of planning and preparing a range of healthy meals.			P	P	P	P	P
		The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and			P		P	P	P

Science curriculum	Science week Healthy eating	other behaviours (e.g. the impact of alcohol on diet or health).					P	
	Science – Animals Including Humans – Y2, Y3, Y4 DT – Y2, Y4, Y6							
	Drugs, alcohol and tobacco Pupils should know...							
DAT1	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.					P	P	P
	Y6 Science – drugs, smoking and the impact this has on the heart							
	Health prevention and protection Pupils should know...							
HP1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				P	P		P
HP2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		P	P	P			
HP3	The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.				P	P	P	P

HP4		about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.		P	P	P	P		
HP5		about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		P	P	P	P		
HP6		The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.				P			P
		Y1 Science - Seasons Y3 Science – Light Y4 Science – Animals Including Humans (Teeth) Y2, Y6 Science – Living Things (Handwashing / Microorganisms)							
		Personal safety Pupils should know.....							
PS 1		About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.		P	P	P			
PS2		How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.		P	P	P			
		Visitor Dave Savage talk and workshop annually						P	P
		Basic First Aid Pupils should know...							

BFA1		How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.				P		P	
BFA2		concepts of basic first-aid, for example dealing with common injuries, including head injuries.				P		P	
		Developing bodies Pupils should know...							
DB1		About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.				P	P	P	P
DB2		The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.						P	P
DB3		The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.						P	P
visitor		Visit from the school nurse to talk about puberty and the menstrual cycle (practical workshop)						P	
		Economic well-being Pupils should know.....							
		What money is and how I can use it	P	P	P				

		How to budget effectively Cross curricular with maths and computing				P	P	P	P
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as 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 the families of other children, 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 are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent 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	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

TOPIC	PUPILS SHOULD KNOW
	• That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications 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 contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

