

Hutton Rudby Primary School

# Relationships and Sex Education Policy – September 2020



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## 1. Aims

The overall aim of RSE at Hutton Rudby Primary School is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health with regards to relationships. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

RSE provides opportunities for pupils to:

- Provide a framework in which sensitive discussions can take place
- Better understand the nature of human relationships
- Learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- Reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- Consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- Reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The RSE curriculum at Hutton Rudby reflects our ethos and values, and demonstrates and promotes the following:

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

## 2. Statutory requirements

In EYFS we are not required to provide RSE, however elements of RSE are taught within Communication & Language, Personal, Social and Emotional Development and Physical Development.

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 Hutton Rudby Primary 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 – The PSHE subject lead and Head Teacher pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff, including Governors, were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to review the policy on our website and then were invited to email any questions about the policy and curriculum to the Head Teacher.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. It is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE is not about the promotion of sexual activity.

### 5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, considering 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 through the Relationship and Health & Wellbeing themes. Biological aspects of RSE are taught within the science curriculum.

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 Appendices 1 and 2.

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 hold the Head Teacher to account for the implementation of this policy.

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

### **7.2 The Head Teacher**

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **7.3 Staff**

Teaching 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

Teaching 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 Head Teacher.

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. The lessons that are not statutory are highlighted in Appendix 1.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Head Teacher.

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 Head Teacher 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 the PSHE lead through; Lesson observations, support with planning, learning walks etc.

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

This policy will be reviewed by the PSHE subject leader every year. At every review, the policy will be approved by the Head Teacher

## Relationships and Sex Education Lesson Overview

This overview shows the RSE objectives covered in each unit across year groups 1 to 6.

The lessons in red are the lessons which cover strands of Sex Education which are not statutory from September 2020 under the new statutory Relationships Education. Parents and carers may wish to withdraw their child from these lessons and have the right to make such a request.

### Year 1

Unit and Lesson Title	Objectives covered.
TEAM – Together Everyone Achieves More	To know that they belong to different groups and communities such as family and school. To identify their special people (Family, friends, carers), what makes them special and how special people should care for one another.
TEAM - Listening	To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
TEAM – Being Kind	To recognise what is fair and unfair, kind and unkind, what is right and wrong. To offer constructive support and feedback to others.
TEAM – Bullying and Teasing	To recognise when people are being unkind either to them or others, how to respond, who to tell and what to stay. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. To develop strategies to resist teasing or bullying, if they experience it or witness it, who to go to and how to get help.
TEAM – Brilliant Brains	To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.
TEAM – Making Good Choices	To recognise what they like and dislike, how to make real informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To recognise that their behaviour can affect other people.
Be Yourself – Marvellous Me	To think about themselves, to learn from their experiences, to recognise and celebrate their strength and set simple but challenging goals. To identify ways in which they are all unique; understand that there has never been and will never be another ‘them’
Be Yourself - Feelings	To know about good and not so good feelings, a vocabulary to describe their feelings to other and to develop simple strategies for managing feelings. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
Be Yourself – Things I Like	To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To identify ways in which they are all unique; understand that there never have been and will never be another ‘them’.
Be Yourself – Uncomfortable Feelings	To communicate their feelings to others, to recognise how others show feelings and how to respond. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
Be Yourself - Changes	To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends). To know about good and not so good feelings, a vocabulary to describe their feelings to other and to develop simple strategies for managing feelings.
Be Yourself – Speak Up!	To recognise what they like and dislike, how to make real, informed choices tht improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.

### Year 2

VIPs – Who Are Your VIPs?	To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
VIPs - Families	To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
VIPs – Friends	To offer constructive support and feedback to others. To communicate their feelings to others, to recognise how others show feelings and how to respond.
VIPs – Falling Out	To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) To recognise that their behaviour can affect other people. To know that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
VIPs – Working Together	To recognise that their behaviour can affect other people. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
VIPs – Showing You Care	To communicate their feelings to others, to recognise how others show feelings and how to respond. To offer constructive support and feedback to each other.

Growing Up – Our Bodies	To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.
Growing Up – Is It OK?	To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. To understand what is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy.
Growing Up – Pink and Blue	To learn about ways in which we are unique. To identify and respect the differences and similarities between people.
Growing Up – Look at Me Now!	To know about the processes of growing from young to old and how people’s needs change. To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.
Growing Up – Getting Older	To know about the processes of growing from young to old and how people’s needs change. To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.
Growing Up - Changes	To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends). To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.

## Year 3

TEAM – A New Start	To know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
TEAM – Together Everyone Achieves More	To know that their actions affect themselves and others. To work collaboratively towards shared goals.
TEAM – Working Together	To know that their actions affect themselves and others. To work collaboratively towards shared goals.
TEAM – Being Considerate	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To recognise and respond appropriately to a wider range of feelings in others.
TEAM – When Things Go Wrong	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To know that their actions affect themselves and others. To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices.
TEAM - Responsibilities	To know that their actions affect themselves and others. To work collaboratively towards shared goals.
Be Yourself - Pride	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
Be Yourself - Feelings	To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To know what positively and negatively affects their physical, mental and emotional health.
Be Yourself – Express Yourself	To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.
Be Yourself – Know Your Mind	To know how pressure to behave in an unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. To recognise and manage ‘dares’.
Be Yourself – Media Wise	To explore and critique how the media present information. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To recognise and challenge stereotypes.
Be Yourself – Making It Right	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To know that their actions affect themselves and others. To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.

## Year 4

VIPs – Making Friends	To recognise and respond appropriately to a wider range of feelings in others. To know their actions affect themselves and others. To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.
VIPs – Staying Friends	To recognise different types of relationship, including those between acquaintances, friends, relatives and families. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
VIPs – Is This a Good Friend?	To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. To know how pressure to behave in unacceptable, unhealthy or risk ways can come from a variety of sources, including people they know and the media.

VIPs – Falling Out	To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
VIPs - Bullying	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help). To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.
VIPs – Anti-Bullying	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help). To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. To be able to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).
Be Yourself – You Are Unique	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.
Be Yourself – Let It Out!	To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.
Be Yourself – Uncomfortable Feelings	To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.
Be Yourself – The Confidence Trick	To face new challenges positively by collecting information looking for help, making responsible choices and taking action. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
Be Yourself – Do the Right Thing	To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences and to begin to understand the concept of a ‘balanced lifestyle’. To face new challenges positively by collecting information looking for help, making responsible choices and taking action.
Be Yourself – Making Amends	To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information looking for help, making responsible choices and taking action.

## Year 5

TEAM – Together Everyone Achieves More	To know that their actions affect themselves and others. To work collaboratively towards shared goals.
TEAM - Communicate	To know that their actions affect themselves and others. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about others people’s feelings and to try to see, respect and if necessary constructively challenges others’ points of view. To recognise and respond appropriately to a wider range of feelings in others.
TEAM - Collaborate	To know that their actions affect themselves and others. To work collaboratively towards shared goals.
TEAM - Compromise	To recognise and respond appropriately to a wider range of feelings in others. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices.
TEAM - Care	To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about others people’s feelings and to try to see, respect and if necessary constructively challenges others’ points of view. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
TEAM – Shared Responsibilities	To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
Growing Up – Human Reproduction	To know about human reproduction. To know how their body will, and their emotions may, change as they approach and move through puberty.
Growing Up – Changes in Boys	To know about human reproduction. To know how their body will, and their emotions may, change as they approach and move through puberty.
Growing Up – Changes in Girls	To know about human reproduction. To know how their body will, and their emotions may, change as they approach and move through puberty.
Growing Up – Changes in Boys and Girls	To know how their body will, and their emotions may, change as they approach and move through puberty. To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.
Growing Up – Relationships and Families	To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. To know that marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making the decision freely for themselves.
Growing Up – Where Do I Come From?	To know about Human Reproduction

## Year 6

VIPs – Family and Friends	To recognise different types of relationship, including those between acquaintances, friends, relatives and families. To know that their actions affect themselves and others. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
VIPs – Think Before You Act	To know that their actions affect themselves and others. To recognise and respond appropriately to a wider range of feelings in others.
VIPs – It’s OK to Disagree	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices. To recognise and respond appropriately to a wider range of feelings in others.
VIPs – You Decide	To know how pressure to behave in unacceptable, unhealthy and risky ways can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic technique for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. To recognise and manage ‘dares’.
VIPs – Secrets	To understand the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. To understand personal boundaries; to identify what they are willing to share with their most special people; friends’ classmate and others; and that we all have rights to privacy.
VIPs – False Friends	To recognise different types of relationship, including those between acquaintances, friends, relatives and families. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.
Growing Up – Changing Bodies	To know how their body will, and their emotions may, change as they approach and move through puberty.
Growing Up – Emotional Changes	To know how their body will, and their emotions may, change as they approach and move through puberty. To recognise and challenge stereotypes.
Growing Up – Just the Way You Are	To recognise and challenge stereotypes. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.
Growing Up - Relationships	To know about the difference between, and the terms associated with, sex, gender identity and sexual orientation. To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.
Growing Up – Let’s Talk about Sex	To know about human reproduction. To know about the differences between, and the term associated with, sex, gender identity and sexual orientation. To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.
Growing Up – Human Reproduction	To know about human reproduction. To recognise different types of relationship, including those between acquaintances, friends, relatives and families.

PSHE Curriculum map

	AUT 1 TEAM	AUT 2 AIMING HIGH	SPR 1 BRITAIN	SPR 2 IT'S MY BODY	SUM 1 BE YOURSELF	SUM 2 MONEY MATTERS
Year 1	<p><b>H2.</b> to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p><b>H3.</b> To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p><b>R2.</b> To recognise that their behaviour can affect other people.</p> <p><b>R4.</b> To recognise what is fair and unfair, king and unkind, what is right and wrong.</p> <p><b>R6.</b> To listen to other people and play and work cooperatively (including strategies to help resolve simple arguments through negotiation)</p> <p><b>R7.</b> to offer constructive support and feedback to others</p> <p><b>R9.</b> to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p><b>R12.</b> to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p><b>R13.</b> to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p><b>R14.</b> strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p><b>L4.</b> that they belong to different groups and communities such as family and school</p>	<p><b>H2.</b> to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p><b>H3.</b> to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p><b>H5.</b> about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p><b>H9.</b> about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p><b>R5.</b> to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p><b>R8.</b> to identify and respect the differences and similarities between people</p>	<p><b>H2.</b> to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p><b>R2.</b> to recognise that their behaviour can affect other people</p> <p><b>R5.</b> to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p><b>R8.</b> to identify and respect the differences and similarities between people</p> <p><b>L1.</b> how they can contribute to the life of the classroom and school</p> <p><b>L3.</b> that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p><b>L4.</b> that they belong to different groups and communities such as family and school</p> <p><b>L5.</b> what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> <p><b>L9.</b> ways in which we are the same as all other people; what we have in common with everyone else</p>	<p><b>H1.</b> what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p><b>H2.</b> to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p><b>H6.</b> the importance of, and how to, maintain personal hygiene</p> <p><b>H7.</b> how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p> <p><b>H11.</b> that household products, including medicines, can be harmful if not used properly</p> <p><b>H12.</b> rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p><b>H13.</b> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p><b>H15.</b> to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p><b>R3.</b> the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p><b>R10.</b> to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p><b>R11.</b> that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	<p><b>H2.</b> to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p><b>H3.</b> to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p><b>H4.</b> about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p><b>H5.</b> about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p><b>R1.</b> to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p><b>R5.</b> to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p><b>L8.</b> ways in which they are all unique; understand that there has never been and will never be another 'them'</p>	<p><b>H9.</b> about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p><b>L6.</b> that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p><b>L6.</b> that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p>

	VIPs	THINK POSITIVE	RESPECTING RIGHTS	SAFETY FIRST	GROWING UP	ONE WORLD
Year 2	<p><b>H2.</b> to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p><b>H13.</b> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p><b>R1.</b> to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p><b>R2.</b> to recognise that their behaviour can affect other people</p> <p><b>R6.</b> to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p><b>R7.</b> to offer constructive support and feedback to others</p> <p><b>R9.</b> to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p><b>R11.</b> that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p><b>R12.</b> to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p><b>R13.</b> to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p><b>R14.</b> strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p><b>H2.</b> to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p><b>H3.</b> to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p><b>H4.</b> about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p><b>R2.</b> to recognise that their behaviour can affect other people</p> <p><b>R4.</b> to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p><b>R5.</b> to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p>	<p><b>H2.</b> to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p><b>H15.</b> to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p><b>R2.</b> to recognise that their behaviour can affect other people</p> <p><b>R4.</b> to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p><b>R5.</b> to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p><b>R8.</b> to identify and respect the differences and similarities between people</p> <p><b>R11.</b> that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p><b>L1.</b> how they can contribute to the life of the classroom and school</p> <p><b>L3.</b> that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p><b>L4.</b> that they belong to different groups and communities such as family and school</p> <p><b>L9.</b> ways in which we are the same as all other people; what we have in common with everyone else</p>	<p><b>H11.</b> that household products, including medicines, can be harmful if not used properly</p> <p><b>H12.</b> rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p><b>H13.</b> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p><b>H14.</b> about the ways that pupils can help the people who look after them to more easily protect them</p> <p><b>H15.</b> to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p><b>H16.</b> what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p> <p><b>R3.</b> the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p><b>R10.</b> to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p><b>L10.</b> about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</p>	<p><b>H3.</b> to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p><b>H5.</b> about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p><b>H8.</b> about the process of growing from young to old and how people's needs change</p> <p><b>H9.</b> about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p><b>H10.</b> the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p> <p><b>R8.</b> to identify and respect the differences and similarities between people</p> <p><b>R10.</b> to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p><b>R11.</b> that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p><b>L8.</b> ways in which they are all unique; understand that there has never been and will never be another 'them'</p>	<p><b>R8.</b> to identify and respect the differences and similarities between people</p> <p><b>R9.</b> to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p><b>L3.</b> that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p><b>L4.</b> that they belong to different groups and communities such as family and school</p> <p><b>L5.</b> what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> <p><b>L9.</b> ways in which we are the same as all other people; what we have in common with everyone else</p>

	TEAM	AIMING HIGH	BRITAIN	IT'S MY BODY	BE YOURSELF	MONEY MATTERS
Year 3	<p><b>H6.</b> to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p><b>H8.</b> about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p><b>R1.</b> to recognise and respond appropriately to a wider range of feelings in others</p> <p><b>R7.</b> that their actions affect themselves and others</p> <p><b>R11.</b> to work collaboratively towards shared goals</p> <p><b>R12.</b> to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p><b>L7.</b> that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p><b>L8.</b> to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p><b>H5.</b> to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p><b>R16.</b> to recognise and challenge stereotypes</p> <p><b>Cc.</b> to face new challenges positively by collecting information, looking for help, making responsible choices and taking action</p> <p><b>Ce.</b> about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future</p> <p><b>Cg.</b> what democracy is, and about the basic institutions that support it locally and nationally</p>	<p><b>R13.</b> that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p><b>L1.</b> to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p><b>L2.</b> why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p><b>L3.</b> to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p><b>L4.</b> that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p><b>L11.</b> to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p><b>L12.</b> to consider the lives of people living in other places, and people with different values and customs</p>	<p><b>H1.</b> what positively and negatively affects their physical, mental and emotional health</p> <p><b>H2.</b> how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p><b>H3.</b> to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p><b>H7.</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p><b>H10.</b> to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p><b>H11.</b> to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p><b>H12.</b> that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p><b>H16.</b> what is meant by the term 'habit' and why habits can be hard to change</p> <p><b>H17</b> which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p><b>R3.</b> to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p><b>R8.</b> to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p><b>R9.</b> the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p><b>H1.</b> what positively and negatively affects their physical, mental and emotional health</p> <p><b>H4.</b> to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p><b>H5.</b> to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p><b>H6.</b> to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p><b>H7.</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p><b>H8.</b> about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p><b>H13.</b> how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p><b>H14.</b> to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p><b>R1.</b> to recognise and respond appropriately to a wider range of feelings in others</p> <p><b>R7.</b> that their actions affect themselves and others</p> <p><b>R15.</b> to recognise and manage 'dares'</p> <p><b>R16.</b> to recognise and challenge stereotypes</p> <p><b>L17.</b> to explore and critique how the media present information</p>	<p><b>L13.</b> about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p><b>L14.</b> to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p><b>L15.</b> that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p> <p><b>L17.</b> to explore and critique how the media present information</p> <p><b>Ce.</b> about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future</p>

	VIPS	THINK POSITIVE	RESPECTING RIGHTS	SAFETY FIRST	BE YOURSELF	ONE WORLDS
Year 4	<p><b>R1.</b> to recognise and respond appropriately to a wider range of feelings in others</p> <p><b>R2.</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p><b>R3.</b> to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p><b>R4.</b> to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p><b>R5.</b> that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p><b>R7.</b> that their actions affect themselves and others</p> <p><b>R12.</b> to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p><b>R14.</b> to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p><b>R18.</b> how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p><b>L6.</b> to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p><b>L8.</b> to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p><b>H1.</b> what positively and negatively affects their physical, mental and emotional health</p> <p><b>H1.</b> what positively and negatively affects their physical, mental and emotional health</p> <p><b>H5.</b> to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p><b>H6.</b> to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p><b>H7.</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p><b>H8.</b> about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p><b>H18.</b> how their body will, and their emotions may, change as they approach and move through puberty</p> <p><b>Cc.</b> to face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p>	<p><b>R10.</b> to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p><b>R13.</b> that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p><b>R16.</b> to recognise and challenge stereotypes</p> <p><b>L1.</b> to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p><b>L2.</b> why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p><b>L3.</b> to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p><b>L4.</b> that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p><b>L6.</b> to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p>	<p><b>H9.</b> to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p><b>H10.</b> to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p><b>H11.</b> to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p><b>H13.</b> how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p><b>H14.</b> to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p><b>H17.</b> which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p><b>H21.</b> strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p><b>H22.</b> strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p><b>H23.</b> about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p><b>H24.</b> the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p><b>H25.</b> how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <p><b>R15.</b> to recognise and manage 'dares'</p> <p><b>R18.</b> how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p><b>R21.</b> to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> <p><b>L18.</b> to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p> <p><b>Cg.</b> What democracy is, and about the basic institutions that support it locally and nationally</p>	<p><b>H2.</b> how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p><b>H5.</b> to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p><b>H6.</b> to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p><b>H7.</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p><b>R2.</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p><b>R3.</b> to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p><b>R12.</b> to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p><b>R15.</b> to recognise and manage 'dares'</p> <p><b>Cc.</b> to face new challenges positively by collecting information looking for help, making responsible choices and taking action</p>	<p><b>R13.</b> that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p><b>R16.</b> to recognise and challenge stereotypes</p> <p><b>L1.</b> to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p><b>L3.</b> to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p><b>L7.</b> that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p><b>L10.</b> to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p><b>L12.</b> to consider the lives of people living in other places, and people with different values and customs</p> <p><b>L15.</b> that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>

	TEAM	AIMING HIGH	BRITAIN	IT'S MY BODY	GROWING UP	MONEY MATTERS
Year 5	<p><b>H8.</b> about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p><b>H12.</b> that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p><b>H13.</b> how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p><b>H14.</b> to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p><b>R1.</b> to recognise and respond appropriately to a wider range of feelings in others</p> <p><b>R7.</b> that their actions affect themselves and others</p> <p><b>R10.</b> to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p><b>R11.</b> to work collaboratively towards shared goals</p> <p><b>R12.</b> to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p><b>L2.</b> why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p><b>L7.</b> that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p><b>L8.</b> to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p><b>Cc.</b> to face new challenges positively by collecting information looking for help, making responsible choices and taking action</p>	<p><b>H5.</b> to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p><b>R11.</b> to work collaboratively towards shared goals</p> <p><b>R16.</b> to recognise and challenge stereotypes</p> <p><b>L16.</b> what is meant by enterprise and begin to develop enterprise skills</p> <p><b>Cc.</b> to face new challenges positively by collecting information looking for help, making responsible choices and taking action</p> <p><b>Ce.</b> about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p>	<p><b>H8.</b> about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p><b>H14.</b> to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p><b>L2.</b> why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p><b>L3.</b> to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p><b>L6.</b> to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p><b>L7.</b> that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p><b>L9.</b> what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p><b>L10.</b> to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p><b>L11.</b> to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p><b>L12.</b> to consider the lives of people living in other places, and people with different values and customs</p> <p><b>Cg.</b> what democracy is, and about the basic institutions that support it locally and nationally</p>	<p><b>H1.</b> what positively and negatively affects their physical, mental and emotional health</p> <p><b>H2.</b> how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p><b>H3.</b> to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p><b>H4.</b> to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p><b>H16.</b> what is meant by the term 'habit' and why habits can be hard to change</p> <p><b>H17</b> which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p><b>H20.</b> about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p><b>R3.</b> to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p><b>R8.</b> to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p><b>R9.</b> the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p><b>R16.</b> to recognise and challenge stereotypes</p> <p><b>R21.</b> to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> <p><b>L17.</b> to explore and critique how the media present information</p>	<p><b>H7.</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p><b>H18.</b> how their body will, and their emotions may, change as they approach and move through puberty</p> <p><b>H19.</b> about human reproduction</p> <p><b>R5.</b> that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p><b>R17.</b> about the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p><b>R19.</b> that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>	<p><b>L13.</b> about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p><b>L14.</b> to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p><b>L15.</b> that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>

	VIPS	THINK POSITIVE	RESPECTING RIGHTS	SAFETY FIRST	GROWING UP	ONE WORLD
Year 6	<p><b>H13.</b> how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p><b>H14.</b> to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p><b>R1.</b> to recognise and respond appropriately to a wider range of feelings in others</p> <p><b>R2.</b> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p><b>R3.</b> to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p><b>R4.</b> to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p><b>R7.</b> that their actions affect themselves and others</p> <p><b>R9.</b> the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’</p> <p><b>R10.</b> to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge others’ points of view</p> <p><b>R12.</b> to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p><b>L8.</b> to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices</p>	<p><b>H1.</b> what positively and negatively affects their physical, mental and emotional health</p> <p><b>H2.</b> how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’</p> <p><b>H6.</b> to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p><b>H7.</b> to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p><b>R7.</b> that their actions affect themselves and others</p> <p><b>Cc.</b> to face new challenges positively by collecting information looking for help, making responsible choices and taking action</p>	<p><b>R6.</b> that marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves</p> <p><b>R14.</b> to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)</p> <p><b>R20.</b> that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p><b>L1.</b> to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p><b>L2.</b> why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p><b>L3.</b> to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p><b>L4.</b> that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p><b>L5.</b> to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p> <p><b>L6.</b> to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</p> <p><b>L10.</b> to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p><b>L12.</b> to consider the lives of people living in other places, and people with different values and customs</p>	<p><b>H9.</b> to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’</p> <p><b>H10.</b> to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p><b>H11.</b> to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p><b>H13.</b> how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p><b>H14.</b> to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p><b>H15.</b> school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p><b>H21.</b> strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p><b>H22.</b> strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p><b>H23.</b> about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p><b>H24.</b> the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p><b>H25.</b> how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p> <p><b>R13.</b> that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)</p> <p><b>R15.</b> to recognise and manage ‘dares’</p> <p><b>R18.</b> how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p><b>R21.</b> to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p><b>H4.</b> to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p><b>H12.</b> that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p><b>H18.</b> how their body will, and their emotions may, change as they approach and move through puberty</p> <p><b>H19.</b> about human reproduction</p> <p><b>H20.</b> about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p><b>R5.</b> that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p><b>R6.</b> that marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves</p> <p><b>R8.</b> to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p><b>R16.</b> to recognise and challenge stereotypes</p> <p><b>R17.</b> about the difference between, and the terms associated with, sex, gender identity and sexual orientation</p> <p><b>R19.</b> that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p><b>R20.</b> that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p><b>L17.</b> to explore and critique how the media present information</p> <p><b>L18.</b> to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	<p><b>L3.</b> to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p><b>L7.</b> that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p>

### Appendix 3: 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

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

