

RELATIONSHIPS AND SEX EDUCATION POLICY



AT CLAINES CE PRIMARY SCHOOL, WE HAVE A STRONG COMMITMENT TO ENSURING CHILDREN FLOURISH AND SUCCEED TOGETHER AS PART OF A STRONG SCHOOL COMMUNITY. DRIVEN BY SOME OF OUR KEY VALUES OF RESPECT AND COMPASSION, WE ARE INCLUSIVE AND COMMITTED TO THE INDIVIDUAL CHILD. WE AIM FOR A SCHOOL WHERE EVERYONE IS TREATED WITH DIGNITY AND VALUED FOR THEIR PLACE IN OUR COMMUNITY AND THE WIDER WORLD. AT THE HEART OF OUR LEARNING, ARE THE VALUES OF PERSEVERANCE AND COURAGE. WE STRIVE FOR EVERYONE TO HAVE GREAT ASPIRATIONS: ENSURING NEW CHALLENGES ARE MET WITH CONFIDENCE AND 'NO ONE SETTLES FOR LESS THAN THEIR BEST'.

WE DO ALL OF THIS WHILST FOLLOWING IN THE FOOTSTEPS OF CHRIST.

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“RELATIONSHIPS EDUCATION AND RSE MUST GIVE PUPILS THE UNDERSTANDING, VOCABULARY AND STRATEGIES THEY REQUIRE TO KEEP THEMSELVES SAFE AND TO THRIVE WITHIN GOOD, STABLE LONG-TERM RELATIONSHIPS OF ALL KINDS.”

(CHURCH OF ENGLAND EDUCATION OFFICE RESPONSE TO CALL FOR EVIDENCE ON RSE CURRICULUM P1)

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1. Aims

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

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

2. Statutory requirements

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

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

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

At Claines CE Primary we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff/Governor consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

At Claines CE Primary we will teach Relationships Education and only the elements of Sex education covered in the statutory Primary Science Curriculum.

National Curriculum Science:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

5. Curriculum

"THE CURRICULUM SHOULD OFFER OPPORTUNITIES FOR PUPILS TO LEARN TO VALUE THEMSELVES AND THEIR BODIES."

(VALUING ALL GOD'S CHILDREN, CHURCH OF ENGLAND 2019 P24)

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, governors, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

We teach PSHE and RSE using units and lessons from SCARF (Coram Life Education). These have been structured to build on prior learning and sequenced carefully by staff to meet the needs of the children and be taught effectively.

For more information about our PSHE & 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 body

The governing body will approve the RSE Policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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.

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 also do not have the right to withdraw their children from the Science Curriculum.

9. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

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

10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher through:

Planning scrutinies, lesson observations, learning walks and pupil interviews.

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

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the Full Governing Body.

Appendix 1: Curriculum map



PSHE & RSE UNIT OVERVIEW

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Valuing Difference (Links with 'Amazing Me' topic)	Me and My Relationships (Links with Colourful Parties topic and exploring feelings and emotions)	Being My Best (Links with Star Performers topic)	Keeping Myself Safe	Growing and Changing (Links with 'Grow and Cook' topic)	Rights and Responsibilities (Links with 'On Safari' topic and how we look after animals)
Year 1	Me and My Relationships (Settling in routines, rules and listening skills. Feelings focus)	Keeping Myself Safe (Link to 'Stick Man' topic and how he escapes dangerous situations)	Being My Best (Linked to Science topic - healthy, balanced diet in different environments)	Valuing Difference (Link to Superheroes topic and how people have different strengths)	Growing and Changing (Link to Science curriculum about body parts and changes)	Rights and Responsibilities (Link to 3 Little Pigs topic and making sensible choices)
Year 2	Me and My Relationships (New classroom routine and being a good friend)	Keeping Myself Safe (Link with fireworks and safeguarding)	Being My Best (Link to New Year - target setting and healthy eating)	Valuing Difference	Rights and Responsibilities	Growing and Changing (Maturity when discussing topics being taught)
Year 3	Me and My Relationships (Establishing rules and renewing friendships at start of year)	Keeping Myself Safe (Links to online safety curriculum)	Rights and Responsibilities (Link with 'What makes Britain Great?' topic)	Valuing Difference (Link with Worcester topic)	Being my Best	Growing and Changing (Moving onto new class & maturity required)
Year 4	Being My Best (Goal setting and positive start to year)	Keeping Myself Safe (Links to water safety/fireworks/dark nights etc.)	Me and My Relationships (New Year - renewing friendships, collaboration and anti bullying)	Valuing Difference (British Values Focus)	Rights and Responsibilities (Living in wider world and money sense)	Growing and Changing (Maturity of children)

Year 5	Me and My Relationships (Exploring how they're feeling and who they can talk to)	Growing and Changing (Earlier in year as children may start to experience puberty and periods. Link with Science Curriculum.)	Rights and Responsibilities	Valuing Difference (Follows on well after Rights & Responsibilities unit)	Being My Best (Growth mindset and goal setting as they prepare to move into Y6)	Keeping Myself Safe (Links well with holidays, change and progression)
Year 6	Me and My Relationships (Exploring how they're feeling and who they can talk to)	Growing and Changing (Link to Y5 Science Curriculum as they missed it due to COVID)	Being My Best (Link with New Year's resolutions and goal setting)	Rights and Responsibilities (Link with Magistrate visit into school)	Keeping Myself Safe (Link to Water Safety in swimming lessons)	Valuing Difference (Preparing for high school and the different people they will meet)

Reception Overview

Unit	Key Themes	
Me and My Relationships	All about me	What makes us the same? What makes us different? What makes me special?
	My special people	Who are the special people in my life? Who can help me?
	My feelings	Talking about different feelings/emotions and be able to give examples of what makes them feel a certain way.
Valuing Difference	Same and different	I'm special, you're special! What makes us different and the same?
	Different families and homes	Celebrating differences and similarities between families and homes.
	Kindness and caring	How we need to be kind and value and respect difference to develop friendships.
Keeping Myself Safe	Keeping my body safe	Explore what things they can put onto their bodies to keep them safe. E.g. clothes, sun cream, toothpaste, masks. Explore what is safe to put into their bodies, including medicines. How we can stay safe indoors and outdoors.
	Listening to my feelings	Exploring how our feelings can help tell us that things aren't safe.

	People who help keep me safe	Exploring people who help us and online safety.
Rights and Responsibilities	Looking after myself and my friends	How we can look after others and their feelings.
	Caring for my environment	How to be helpful at home and at school and how we can care for our world.
	Looking after money	Looking at money and how we can spend and save it.
Being my Best	Bouncing back when things go wrong	How we have to keep trying even when things go wrong. Having a positive attitude and saying 'I can.....'
	Healthy eating	Why we eat and what the different kinds of food are that we eat.
	Exercise and sleep	Why it is important to exercise and sleep to stay healthy.
Growing and Changing	Changes	Looking at different seasons and basic life stages of plants and animals. E.g. caterpillar into a butterfly, seed into a plant
	Human life stages	Recognise different stages of life as a human. E.g baby, child, teenager, adult, old age.

Y1 End of Unit Assessments

Unit	Key Themes	Emerging	Expected	Exceeding
Me and My Relationships	Feelings	I can name some different feelings. I can think of a way of dealing with 'not so good' feelings.	I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings.	I can give a wide range of examples of how to deal with some of the 'not so good' feelings and how to help others to do this.
	Getting help	I know that I can ask for help.	I know when I need help and who to go to for help.	I know the signs of needing help and can identify a range of adults that I can turn to, when needed.
	Classroom rules	I can tell you a classroom rule.	I can tell you some different classroom rules.	I can tell you a range of classroom rules and explain why we have them.
Valuing Difference	Recognising , valuing and celebrating difference	I can say how people are different.	I can say ways in which people are similar as well as different.	I can give examples of differences that are something to be valued and celebrated.
	Developing tolerance	I can say what is fair or unfair.	I can say why things sometimes seem unfair, even if they are not.	I can explain why sometimes things seem unfair to other people.

Keeping Myself Safe	How our feelings can keep us safe	I can say different feelings that I have and how my body behaves when I have them.	I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).	I can recognise signs of feelings in other people (friends or family) and can suggest ways that I might be able to help them.
	Keeping healthy	I can tell you what my body needs to keep healthy.	I can give examples of how I keep myself healthy.	I can say how and why these different things are important to keeping healthy (e.g. food - gives energy so that we can move our body).
	Medicine safety	I can tell you how medicines can help a person.	I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)	I can explain why medicines need to be kept out of reach and sight of children.
Rights and Responsibilities	Looking after things	I can explain something that I can do to look after myself. I can also say something that I can do to look after my environment.	I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money.	I can give a variety of examples of something that I've helped to look after at school or at home and how I've felt about this.
Being my Best	Growth Mindset	I can name something I can do to help myself when I find something difficult.	I can name a few different ideas of what I can do if I find something difficult.	I can give examples of how these ideas have helped me when I have found something difficult.
	Keeping healthy	I can name some healthy foods.	I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	I can explain about different food groups and why we need to choose and eat food from these different groups.

Growing and Changing	Getting help	I can identify an adult who I can talk to, either at home or at school, if I need help.	I can identify an adult I can talk to at both home and school. If I need help.	I can identify a range of adults in my life that I can trust and ask for help.
	Becoming independent	I can tell you some things that I can do now that I couldn't do when I was a baby.	I can tell you some things I can do now that I couldn't do when I was a toddler.	I can tell you a range of things that I can do now that I couldn't do last year and some things that I am still learning to do.
	Body parts	I can name some body parts which are inside my body and some which are outside.	I can tell you what some of my body parts do.	I can tell you which body parts girls and boys have that are the same and which body parts are different.

Y2 End of Unit Assessments

Unit	Key Themes	Emerging	Expected	Exceeding
Me and My Relationships	Bullying and teasing	I can tell you the difference between bullying and teasing and can give an example of each.	I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.	I can tell you some ways that I can help someone else who is being bullied, if this happens.
	Our school rules about bullying	I can give examples of things that help our classroom to be happy and friendly, including a rule about bullying.	I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.	I can give examples of when I've had to think about a rule and stick to it - and how I've helped other people in my class to do this. I can explain that most people do not bully and that bullying is not very common. (Understands norms of bullying).
	Being a good friend	I can tell you some things that make a good friend.	I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.	I can give examples of ways that I have tried to help others be good friends to each other.
	Feelings/self-regulation	I am learning to express my feelings in a safe, controlled way.	Most of the time I can express my feelings in a safe, controlled way.	Almost always, I can express my feelings in a safe controlled way, and help others to do the same.
Valuing Difference	Being kind and helping others	I can say how I can get help from someone if I am being left out.	I can say how I could help myself if I was being left out.	I can tell you how I recognise if someone else is being left out, and I can say some ways I could help them.
	Listening Skills	I can give an example of good listening skills.	I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.	I can use listening skills to help solve disagreements by showing that I have heard another person's point of view and then putting forward other ideas, or a compromise.

Unit	Key Themes	Emerging	Expected	Exceeding
Keeping Myself safe	Safe and unsafe secrets	I can say the difference between a surprise or secret that is safe and one that is unsafe.	I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.	If someone came to me with an unsafe secret they had been asked to keep, I can say some things that I could do to help them to keep safe.
	Appropriate touch	I can say examples of the touches I like and those I don't like.	I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.	I can say ways of getting an adult's attention if a 'not OK' touch was happening to me, or to someone I know, even if the adults that I go to for help are very busy.
	Medicine safety	I can explain what medicines are for.	I can explain that they can be helpful or harmful and say some examples of how they can be used safely.	I can give some examples of other things that people can do to help themselves get better if they are ill, as well as, or instead of taking medicine (e.g., rest and sleep, drinking water, eating the right kind of food).
Rights and Responsibilities	Cooperation and self-regulation	I can give examples of things that help me to be settled and calm in the classroom.	I can give examples of when I've used some of these ideas to help me when I am not settled.	I can help other people to understand what they can do to help them settle in the classroom and I can always or almost always do these things myself.
Being my Best	Looking after my body	I can say some things that I can do to help keep me healthy.	I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy.	I can give examples of the things I do to keep healthy, including looking after my teeth, eating healthy food, exercise and rest say and how I try to make sure I do these things regularly.

Unit	Key Themes	Emerging	Expected	Exceeding
	Growth Mindset	I can set a simple goal to help me with my learning.	I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	I can give an example of something that I've set goals for, how it's helped me in the past, and how it could help me more in the future.
Growing and Changing	Life cycles	I can tell you some things that help us grow (e.g. food, rest and sleep, care).	I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.	I can tell you what I am looking forward to when I am older (at 10 years and again at 21 years old).
	Dealing with loss	I can give examples of how it feels when you lose something.	I can give examples of how it feels when you have to say goodbye to someone or something (e.g. moving house or losing a pet).	I can suggest ways of keeping in touch with someone if they move away.
	Being supportive	I can give examples of how to give support to someone.	I can give examples of how to give feedback to someone.	I can explain the difference between positive feedback and constructive support.

Y3 End of Unit Assessments

Unit	Key themes	Emerging	Expected	Exceeding
Me and My Relationships	Cooperation	I can sometimes listen to others in my class and accept that we might disagree about something without falling out about it.	I can usually accept the views of others and understand that we don't always agree with each other.	I can find ways of helping others to resolve arguments or disputes.
	Friendships	I can tell you some things that I do to try to be a good friend. I can also name one way of making up with a friend if we've fallen out.	I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.	I can give examples of ways that I have tried to help others who've fallen out with each other to get back to being friends.
Valuing Difference	Recognising and respecting diversity	I can give examples of different types of families.	I can give examples of different community groups and what is good about having different groups.	I can explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc). I can say some ways that prejudice can be safely challenged.
	Being respectful and tolerant	I understand what tolerance and respect mean and how they can help everyone.	I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	I can give examples of when I have helped people to be more respectful and tolerant, by setting a good example.
Keeping Myself Safe	Managing risk	I can give examples of risky situations.	I can say what I could do to make a situation less risky or not risky at all.	I can say why some people might take risks and why others choose to avoid risky situations.
	Drugs and their risks	I can say some of the risks of cigarettes and alcohol.	I can say why medicines can be helpful or harmful.	I can explain why things other than drugs can be helpful and harmful to a person's health, and what can influence a person to take risks.
	Staying safe online	I can tell you something about keeping my personal details safe online. I can say why this is important.	I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.	I can give examples of how sometimes people try to find out personal information through online communication and the problems this can lead to.

Unit	Key themes	Emerging	Expected	Exceeding
Rights and Responsibilities	Skills we need to develop as we grow up	I can give an example of a fact and of an opinion.	I can say some ways of checking whether something is a fact or just an opinion.	I can explain some of the ways that people online might try to trick people by presenting 'false facts' and say what I can do to keep myself safe from being tricked.
	Helping and being helped	I can explain that as I get older I start to take more responsibility for keeping myself safe and can give an example of this.	I can say how I can help the people who help me, and how I can do this. I can give an example of this.	I can give a few examples of how I've helped people who help me and how I can help myself.
Being my best	Keeping myself healthy	I can explain what 'responsibility' means and give an example of things that relating to my health that I can take responsibility for.	I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.	I can give several examples of things that I do to take responsibility for my health and can explain the benefits of this to me and to other people who choose to do them.
	Celebrating and developing my skills	I can explain that talents and skills can be developed and I can give an example of how I can develop a skill I have.	I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.	I can tell you about aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these.
Growing and Changing	Relationships	I can tell you something that makes a positive relationship.	I can name a few things that make a positive relationship and some things that make a negative relationship.	I can explain things I have done to help keep/make a healthy relationship (e.g. with a friend or another special person).
	Keeping safe	I can tell you what 'personal space' is and when it might be OK to go into someone's personal space and when they can go into mine.	I can identify when someone hasn't been invited into my personal space and show how I can be assertive in asking them to leave it if I feel uncomfortable.	I can identify unsafe secrets that make me feel uncomfortable and who I can talk to about it.

Y4 End of Unit Assessments

Unit	Key themes	Emerging	Expected	Exceeding
Me and My Relationships	Recognising feelings	I can name something that shows me a person is feeling worried just by their body language.	I can give a lot of examples of how I can tell a person is feeling worried just by their body language.	I can give examples of body language from a range of different emotions.
	Bullying	I can explain the difference between teasing and bullying.	I can say what I could do if someone was upsetting me or if I was being bullied.	I can give examples of how I can help someone else who is upset or being bullied.
	Assertive skills	I can give an example of how to say 'no' to someone, without being aggressive (mean or unkind).	I can explain what being 'assertive' means and give a few examples of ways of being assertive.	I can give different examples of when (and why) I might need to be assertive.
Valuing Difference	Recognising and celebrating difference (including religions and cultural difference)	I can say some ways that people are different besides how they look.	I can say a lot of ways that people are different, including religious or cultural differences.	I can say how differences sometimes cause conflict but can also be something to celebrate.
	Understanding and challenging stereotypes	I can recognise that people are labelled (stereotyped) and that these labels are often wrong.	I can explain why it's important to challenge stereotypes that might be applied to me or others.	I can explain how stereotyping can limit some people's thinking about what they can do or become (aspirations) and why it's important for me and others to challenge this.
Keeping Myself Safe	Managing risk	I can give examples of risky situations and what can make them less risky.	I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.	I can work through examples of risky situations and explain the steps that a person might want to think about to reduce or remove the risk.
	Understanding the norms of drug use (cigarette and alcohol use)	I can say one risk of smoking and drinking alcohol and I know that most young people choose not to smoke and that not all	I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people	I can explain why smoking and drinking alcohol is particularly harmful for a young person's body.

Unit	Key themes	Emerging	Expected	Exceeding
		adults drink alcohol.	choose not to smoke, or drink too much alcohol.	
	Influences	I understand the term 'influence' and am aware that things around me (friends, people in the media etc.) could influence my behaviour and decisions.	I can give examples of positive and negative influences, including things that could influence me when I am making decisions.	I can give examples of consequences of decisions and explain how these can be either positive or negative.
Rights and Responsibilities	Making a difference (different ways of helping others or the environment)	I understand that I can make a difference in relation to different things such as the environment, looking after people (including friends) and I can give an example of one of these.	I can explain how a 'bystander' can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.	I can tell you what an <i>active bystander</i> is and give an example of when I might be able to be an active bystander, or when I have done this.
	Media influence	I can explain that things I see on TV, in newspapers or their websites might not give all the facts or might be biased (give one set of views, not them all).	I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.	I can give an example of this and talk about the different sides of a news story.
	Decisions about spending money	I can explain how money is a limited resource and we have choices and decisions to make about how to spend it.	I can give examples of these decisions and how they might relate to me.	I can give examples of how these decisions might affect communities including schools or the wider community, such as where I live.
Being my Best	Having choices and making decisions about my health	I can tell you about a choice I can make that helps to keep me healthy.	I can give a few examples of different things that I do already that help to me keep healthy.	I can explain the benefits of looking after myself both now and in the future.

Unit	Key themes	Emerging	Expected	Exceeding
	Taking care of my environment	I can give an example of something I can do to help look after my environment.	I can give different examples of some of the things that I do already to help look after my environment.	I can explain the benefits of looking after my environment both now and in the future, and for future generations.
Growing and Changing	Managing difficult feelings	I can name some of the difficult feelings someone might have as they go through puberty.	I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).	I can suggest some good ways to compromise to reduce conflict.
	Relationships including marriage	I can tell you who can get married and how old they have to be.	I can tell you why people get married.	I can explain why some people choose to have a civil ceremony or live together instead.

Y5 End of Unit Assessments

Unit	Key themes	Emerging	Expected	Exceeding
Me and my Relationships	Feelings	I can give examples of our emotional needs.	I can give a range of examples of our emotional needs and explain why they are important.	I can name many of our emotional needs, explain their importance and give examples of how understanding them can help me.
	Friendship skills, including compromise	I can give some examples of how to be a good friend.	I can explain why these qualities are important.	I can give examples of these qualities in action and the difference they make.
	Assertive skills	I can give an example of how to stand up for myself (be assertive).	I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.	I can explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).
Valuing Difference	Recognising and celebrating difference, including religions and cultural	I can give examples of how having different groups of people is something to celebrate.	I can give examples of different faiths and cultures and positive things about having these differences.	I can describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.)
	Influence and pressure of social media	I can explain that what people post about themselves online doesn't always give the full picture about them.	I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)
Keeping Myself Safe	Managing risk, including staying safe online	I can give examples of risky situations that happen online (e.g. on a phone) and what I can do to make them less risky.	I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.	I can give an example of a risk that I've experienced relating to this and how I've managed to reduce or remove the risk (applying skills and knowledge).

Unit	Key themes	Emerging	Expected	Exceeding
	Norms around use of legal drugs (tobacco, alcohol)	I can explain that fewer young people smoke than people usually think.	I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.	I can explain how knowing the real norms about smoking can influence people to choose not to smoke. I can express how this might be the case for other drugs, including alcohol and illegal drugs.
Rights and Responsibilities	Rights and responsibilities	I can explain that people have rights and responsibilities and give examples of these two different things.	I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.	I can explain some of the wider rights and responsibilities that we have, such as to the community or the environment.
	Rights and responsibilities relating to my health	I can give an example of something that I can be responsible for to keep myself healthy (e.g. doing some exercise, cleaning my teeth).	I can give a few different examples of things that I am responsible for to keep myself healthy.	I can explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers.
	Decisions about lending, borrowing and spending	I can explain that local councils spend money on services where I live. I can give an example of one of these services.	I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.	I can give an example of how this spending might be popular or unpopular with different people in the community.
B e i n	Growing independence	I can explain why increasing independence brings with it	I can give an example of when I have had increased independence and how	I can predict the increasing levels of independence and responsibilities I will

Unit	Key themes	Emerging	Expected	Exceeding
	and taking responsibility	increasing responsibility and give an example of this to help explain it.	that has also helped me to show responsibility.	have as I grow older, by giving some examples of this, from teenage to adult years.
	Media awareness and safety	I can explain that the images for celebrities I see of people on TV, online doesn't always give a true picture of what they are really like (in looks and personality).	I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	I can also explain why media images of celebrities (and sometimes of friends) can make some people feel.
Growing and Changing	Managing difficult feelings	I can explain why people have good and not so good feelings.	I can explain what resilience is and how it can be developed.	I can list a range of good and not so good feelings people have, how having resilience can help and give a few examples of how I can develop my confidence/resilience.
	Managing change	I can list some of the ways in which we can experience change (puberty, moving, family breakup or bereavement).	I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).	I can suggest ways to cope with strong emotions in response to change.
	Getting help	I can list some of the ways my body responds when I may need help.	I am able to identify when I need help and can identify trusted adults in my life who can help me.	I can recognise when others may need to get help and can advise them to talk to a trusted adult.
	Body changes during puberty	I can label some parts of the body that both boys and girls	I can label some parts of the body that only boys have and only girls	I can talk about how some parts of the body change during puberty.

Unit	Key themes	Emerging	Expected	Exceeding
		have.	have.	

Y6 End of Unit Assessments

Unit	Key themes	Emerging	Expected	Exceeding
Me and My Relationships	Assertiveness	I can tell you some assertive behaviours.	I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.	I know the difference between an active and passive bystander and I can give examples of how these two different behaviours have an impact on a situation where someone is being bullied.
	Cooperation	I can explain what is meant by compromise.	I can give examples of negotiation and compromise.	I can explain how I can help other people to use negotiation and compromise skills, and give positive feedback during tasks needing these skills.
	Safe/unsafe touches	I can explain what appropriate touch is and give examples.	I can explain what inappropriate touch is and give example.	I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.
Valuing Difference	Recognising and reflecting on prejudice-based bullying	I can give examples of prejudice-based bullying	I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.	I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.
	Understanding Bystander behaviour	I can explain what a 'bystander' is in a bullying situation.	I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.	I can give some different examples of what bystanders might do and how their behaviour affects a bullying situation. I can give examples of when it might be safe or unsafe to be an active bystander.
Keeping Myself Safe	Emotional needs	I can explain that I have emotional needs as well as physical needs, and give an example of each.	I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.	I can give an example of how I have been able to get one (or more) of my emotional needs met.
	Staying safe	I can give some examples of how mobile (smart) phones can	I can explain some ways of making sure that I keep myself safe when using	I can give an example of the law relating to mobile phone use (sharing inappropriate

Unit	Key themes	Emerging	Expected	Exceeding
	online	be positive (good) or negative (not so good)	a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.	images) and explain why the law has been made.
	Drugs: norms and risks (including the law)	I can explain the norms about young people's use of alcohol – that it is steadily decreasing.	I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm). I can explain some of the effects of drugs on our bodies, and the risks of taking drugs.	I can explain that if young people know the actual norms they are less likely to take part in the risky behaviour (e.g. drinking alcohol).
Rights and Responsibilities	Understanding media bias, including social media	I can explain how people's social media profiles often give a biased view of them	I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.	I can give examples of some of the ways that a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use.
	Caring: communities and the environment	I can give some different things that have an impact on the environment. I can explain how groups of people in the community help to do this.	I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.	I can give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this.
	Earning and saving money	I can say different ways of saving money.	I can explain the advantages and disadvantages of different ways of saving money.	I can explain what the term 'interest' means in relation to money and give examples of advantages and disadvantages of long-term saving (e.g. an ISA). I can explain the impact of debt on personal/family wellbeing.
Being Myself	Aspirations and goal setting	I can tell you about an aspiration and goal I have and one (or more) of the steps I will	I can tell you how I can overcome problems and challenges on the way to achieving my goals.	I can give examples of ways that I've overcome challenges and barriers to achieving my goals.

Unit	Key themes	Emerging	Expected	Exceeding
		need to achieve my goal.		
	Managing risk	I can tell you that risks can be physical or emotional.	I can give examples of an emotional risk and a physical risk.	I can tell you about the things I (and others) can do to reduce or remove risk in different situations.
Growing and Changing	Keeping safe	I can give an example of a secret that can be kept private (confidential).	I can give an example of a secret that should be shared with a trusted adult.	I can offer advice about whether a secret should be kept or shared, and who it should be shared with.
	Body Image	I can tell you what the word 'puberty' means and give some examples of some of the physical changes associated with it.	I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.	I can suggest ways in which a person can feel better about their body changing and see it in a positive way.
	Self esteem	I can give an example of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good.	I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).	I can give examples of things that I can do or say to myself that can help me feel good about myself.

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

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

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

