



**LAUREL LANE**  
*Primary School*

# **Laurel Lane Primary School Relationships and Sex Education (RSE) Policy**

**Date Ratified: January 2025  
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## 1 Introduction

Laurel Lane Primary School is part of the Frays Academy Trust. This policy sets out our approach to the teaching of Relationships and Sex Education. Frays is committed to delivering excellent primary education for children and to enabling them, their families and our staff to flourish and realise their God-given potential.

We are a family of schools dedicated to fostering **excellence in learning through strength in partnership and investment in character**.

At Frays, we believe in the transformative power of education, equally accessible to all regardless of background, culture, or faith. Through exceptional teaching, we equip our pupils with the skills and resilience they need to thrive. Our aim is to foster a love of learning, setting them on a path to become well-rounded, confident young individuals.

## 2 Aims

Our aims for the teaching of relationships and sex education are:

- That teaching takes place within a school environment which enables children and adults to flourish.
- To provide a framework in which sensitive discussions can take place.
- To prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- To help our children develop feelings of self-respect, confidence, empathy and self-worth.
- To create a respectful culture around issues of sexuality and relationships.
- To teach pupils the correct vocabulary to describe themselves and their bodies.
- To develop children's age-appropriate understanding of healthy relationships including respect and consent.
- To safeguard adults and children.
- To ensure RSE meets the requirements of the Equality Act 2010 and the SEND Code of Practice.

## 3 Legislative and regulatory basis

As a Trust of primary schools, Frays must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This includes the elements of sex education contained in the science curriculum.

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- [Keeping Children Safe In Education](#)
- The Department for Education's [Statutory Guidance on Relationships and sex education and health education](#)
- [Promoting fundamental British values through SMSC](#)

#### **4 Policy Development**

This policy has been developed in consultation with staff, pupils and parents/carers. This has included review by a working group from across the Trust. We consulted parents/carers across the Trust on the policy and consulted pupils our pupil voice processes.

#### **5 Definition of Relationships and Sex Education (RSE)**

RSE 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 involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

#### **6 Curriculum**

Our RSE curriculum is set out as per Appendix 3 but we may need to adapt it as and when necessary.

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

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

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.

#### **7 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).

In Frays schools, 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).

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

## 7.1 Inclusivity

Frays schools will teach about these topics in a manner that:

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

We will also:

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

## 7.2 Special educational needs and disability

We ensure the teaching of RSE is inclusive and meets the needs of all pupils, including those with special educational needs and disabilities (SEND). Learning activities will be tailored to ensure that pupils with SEND can access the content.

## 7.3 Use of resources

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

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

## 8 Use of external organisations and materials

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

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

Our schools will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with this policy, the [Teachers' Standards](#), the [Equality Act 2010](#), the [Human Rights Act 1998](#) and the [Education Act 1996](#)
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share any external materials with parents and carers

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

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

## 9 Roles and responsibilities

### 9.1 The Board of Directors

The Frays Board of Directors will approve the RSE policy, and hold headteachers to account for its implementation through the CEO.

### 9.2 CEO

The CEO will work with headteachers to make sure they implement the policy in their school and report to the Board on any issues with its implementation across Frays.

### 9.3 Local Governing Bodies

Local governing bodies are responsible for monitoring the implementation of the policy at their school and reporting issues to the Board if they occur. This will take place through the monitoring of school improvement priorities, taking part in Safeguarding Audits, both as a collective and by the Link Governors on their visits to school.

### 9.4 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from some or all of sex education delivered as part of non-statutory RSE (those not outlined in the Science National Curriculum).

### 9.5 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory RSE (those not outlined in the Science National Curriculum).

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.

#### **9.6 Pupils**

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

#### **10 Parents' right to withdraw**

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

Parents/carers do have the right to withdraw their children from non-statutory RSE (those not outlined in the Science National Curriculum).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher of the school. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

#### **11 Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

#### **12 Monitoring arrangements**

The delivery of RSE is monitored by the PSHE lead through:

- Planning and book scrutiny
- Learning walks
- Pupil voice

This policy will be reviewed every three years. At every review, the policy will be approved by Board of Directors.

#### **13 Links to other policies**

This policy operates in conjunction with the following school policies and guidance documents:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Equality Policy
- Anti-Bullying Policy
- E-safety Policy

**Appendix 1 – Parent/carer form: request for withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS/CARERS			
Name of child:		Class:	
Name of parent:		Date:	
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like the school to consider:			
Parent signature:			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Date:	

## Appendix 2 – Statutory Guidance: information for parents on teaching in primary schools

This is a section of the [statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

### **Relationships – by the end of primary school:**

<p><b>Families and people who care for me</b></p>	<p>Pupils should know:</p> <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<sup>1</sup> 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>
<p><b>Caring friendships</b></p>	<p>Pupils should know:</p> <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>
<p><b>Respectful relationships</b></p>	<p>Pupils should know:</p> <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>

<sup>1</sup> Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

<b>Online relationships</b>	<p>Pupils should know:</p> <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>
<b>Being safe</b>	<p>Pupils should know:</p> <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>

**Mental and physical health and wellbeing – by the end of primary school:**

<b>Mental wellbeing</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
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<b>Internet safety and harms</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>

<b>Changing adolescent body</b>	Pupils should know: <ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>
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## Appendix 3 – Laurel Lane Primary School: RSE curriculum

### RSE curriculum: Kapow

#### Reception

<p><b>Autumn 1</b> <b>Unit:</b> Self-regulation- My feelings</p>	<p><b>Autumn 2</b> <b>Unit:</b> Building relationships- Special relationships</p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify feelings and associating feelings with different colours</li> <li>• Understand feelings by creating feeling jars and using this to identify and express feelings</li> <li>• Explore coping strategies to help regulate emotions</li> <li>• Explore different adjectives that can be used to describe feelings</li> <li>• Explore different facial expressions and what they mean</li> <li>• Identify different feelings and how we moderate behaviour socially and emotionally</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Talk about families</li> <li>• Talk about people that hold a special place in children’s loves and think about what it means to be a valued person</li> <li>• Understand why it is important to share and cooperate with others</li> <li>• Explore how they see themselves as a valued individual and to understand that it is okay to like different things</li> <li>• Share interests with the group</li> <li>• Explore diversity through thinking about similarities and differences</li> </ul>
<p><b>Key vocabulary:</b> <i>feelings, emotions, happy, sad, angry, calm, scared, loved, proud,</i></p>	<p><b>Key vocabulary:</b> <i>family, love, special, unique, mummy, daddy, sister, brother, grandpa, grandma, uncle, auntie, share, friend, take turns, individual, special, unique</i></p>
<p><b>Spring 1</b> <b>Unit:</b> Managing self- Taking on challenges</p>	<p><b>Spring 2</b> <b>Unit:</b> Self-regulation- Listening and following instructions</p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand why we have rules</li> <li>• Understand the importance of persistence in the face of challenges</li> <li>• Work together as a group to overcome challenges</li> <li>• Learn and practise ‘grounding’ coping strategies</li> <li>• Understand the importance of perseverance in the face if challenge</li> <li>• Learn new skills, showing resilience and perseverance in the face of challenge</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand why it is important to listen carefully</li> <li>• Listen attentively to a story</li> <li>• Understand why it is important to listen carefully</li> <li>• Follow instructions involving several actions</li> <li>• Give simple instructions</li> <li>• Listen and respond to phrases and instructions that involve several ideas or actions</li> </ul>
<p><b>Key vocabulary:</b> <i>Rules, reason, right, wrong, safe, fair, equal, challenge, difficult, persistence, perseverance, challenge, difficulty, worried, mistake</i></p>	<p><b>Key vocabulary:</b> <i>listen, listening, understanding, friends, truth, feelings, honest, obstacle course, team, instructions, listen, explain, team, odd, different, clue</i></p>

<b>Summer 1</b> <b>Unit: Building relationships- My family and friends</b>	<b>Summer 2</b> <b>Unit: Managing self- My wellbeing</b>
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Understand that we all have different beliefs and celebrate special times in different ways</li> <li>• Understand why sharing is important</li> <li>• Understand the characteristics that make a good friend</li> <li>• Consider why it is important to support each other by being kind</li> <li>• Learn how to help, listen to and support others when working in a team</li> <li>• Plan a party to celebrate the special friendships within the class</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Learn about the importance of exercise</li> <li>• Learn how yoga can help our bodies</li> <li>• Understand why it is important to be able to take care of ourselves</li> <li>• Understand what it means to be a safe pedestrian</li> <li>• Understand what it means to eat healthily</li> <li>• Understand the importance of healthy food choices</li> </ul>
<b>Key vocabulary:</b> <i>festival, special event, religion, culture, beliefs, tradition, share, sharing, kind, friend, emotions, compliment, support, teamwork, celebration</i>	<b>Key vocabulary:</b> <i>exercise, movement, healthy, heaty, lungs, brain, bones, muscles, yoga, pose, relax, meditate, breathe, hygiene, well-being, care, walk, hazard, careful, healthy diet</i>

## Year 1

<p><b>Autumn 1</b> <b>Unit:</b> Families and relationships</p>	<p><b>Autumn 2</b> <b>Unit:</b> Health and wellbeing</p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand that families look after us</li> <li>• Begin to understand the importance and characteristics of positive relationships</li> <li>• Recognise how others show feelings and how to respond</li> <li>• Begin to understand how friendships can make us feel</li> <li>• Begin to understand that friendships can have problems but we can overcome them</li> <li>• Begin to understand what is meant by stereotype</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand the benefits of physical activity and rest</li> <li>• Know how to relax in different ways</li> <li>• Begin to understand the risks associated with the sun</li> <li>• Begin to understand allergies</li> <li>• Understand that there are people in the local community who help to keep us healthy</li> </ul>
<p><b>Key vocabulary:</b> <i>behaviour, care, friends, emotions, family, feelings, friendly, problem, stereotype</i></p>	<p><b>Key vocabulary:</b> <i>allergy, emotions, feelings, germs, ill, qualities, relax</i></p>
<p><b>Spring 1</b> <b>Unit:</b> Safety and the changing body</p>	<p><b>Spring 2</b> <b>Unit:</b> Citizenship</p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Know how to respond to adults in a safe and familiar context</li> <li>• Understand how to respond to adults in a range of situations</li> <li>• Understand what to do if you get lost</li> <li>• Know what an emergency is and how to make a phone call if needed</li> <li>• Begin to understand the difference between acceptable and unacceptable physical contact</li> <li>• Begin to understand what is safe to put into or onto our bodies</li> <li>• Understand that there are dangers at home and how these can be avoided</li> <li>• Understand that there are people in the local community who help keep us safe</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Begin to understand the importance of rules</li> <li>• Understand that animals have different needs and how to care for them</li> <li>• Begin to understand the needs of babies and young children</li> <li>• Begin to recognise ways in which we are the same and different to other people</li> <li>• Understand the range of groups people belong to</li> <li>• Begin to understand how democracy works</li> </ul>
<p><b>Key vocabulary:</b> <i>accident, drug, emergency, hazards, medicine, physical contact, polite, respect, role, trust</i></p>	<p><b>Key vocabulary:</b> <i>care, democracy, different, fair, pet, responsibility, rule, similar, unique, vote</i></p>

<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit:</b> Economic wellbeing	<b>Unit:</b> Transition to Year 2
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Discover what money is and how it helps us</li> <li>• Consider ways to keep coins safe</li> <li>• Recognise the purpose of banks and building societies</li> <li>• Begin to understand the differences between spending and saving money</li> <li>• Identify the different jobs roles adults have in school</li> <li>• Identify and describe different jobs</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Understand their own strengths and to prepare for their move to a new class</li> <li>• Understand that everyone has different strengths</li> <li>• Explain some of the skills I have developed in Year 1</li> <li>• Identify positives and challenges of moving to a new class</li> </ul>
<b>Key vocabulary:</b> <i>bank, cash, earn, job, money, notes, pocket money, safe, save, skill, spend, value</i>	<b>Key vocabulary:</b> <i>strengths, skills, move</i>

## Year 2

<p><b>Autumn 1</b> <b>Unit:</b> Families and relationships</p>	<p><b>Autumn 2</b> <b>Unit:</b> Health and wellbeing</p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand the role of family in their lives</li> <li>• Begin to understand the range of families they may encounter now and in the future</li> <li>• Recognise how others show feelings in different ways and how to respond</li> <li>• Begin to understand that some friendships might make us feel unhappy and how to deal with this</li> <li>• Begin to understand the conventions of courtesy and manners</li> <li>• Begin to understand how loss and change can affect us</li> <li>• Develop an understanding of stereotypes and how these might affect job/career choices</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe a range of feelings and develop simple strategies for managing them</li> <li>• Understand the benefits of physical activity</li> <li>• Use breathing exercises to relax</li> <li>• Understand their strengths and set themselves achievable goals</li> <li>• Identify strategies to help overcome barriers or manage difficult emotions</li> <li>• Understand what it means to have a healthy diet</li> <li>• Understand ways of looking after our teeth</li> </ul>
<p><b>Key vocabulary:</b> <i>friendship, love, manners, feelings, emotions, family, stereotype, respect</i></p>	<p><b>Key vocabulary:</b> <i>diet, exercise, goal, growth mindset, healthy, physical activity, relaxation, skill, strengths</i></p>
<p><b>Spring 1</b> <b>Unit:</b> Safety and the changing body</p>	<p><b>Spring 2</b> <b>Unit:</b> Citizenship</p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand how to stay safe when using the Internet</li> <li>• Begin to understand the difference between secrets and surprises</li> <li>• Understand safe and unsafe touches</li> <li>• Understand ways to keep safe on and near roads</li> <li>• Begin to understand how to stay safe with medicines</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of rules</li> <li>• Understand ways to look after the school environment</li> <li>• Recognise the role people play in looking after the environment</li> <li>• Begin to understand the roles people have in the community</li> <li>• Recognise similarities and differences between people in the local community</li> <li>• Begin to understand how democracy works in school</li> <li>• Understand ways to share an opinion</li> </ul>
<p><b>Key vocabulary:</b> <i>medicine, pedestrian, private, secret, surprise, penis, testicles/testes, vulva, vagina</i></p>	<p><b>Key vocabulary:</b> <i>election, environment, identity, job, opinion, rule, school council, volunteer, vote</i></p>

<b>Summer 1</b> <b>Unit: Economic wellbeing</b>	<b>Summer 2</b> <b>Unit: Transition to Year 3</b>
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Explore ways people receive money</li> <li>• Identify basic needs essential for healthy growth</li> <li>• Consider how people decide what they want</li> <li>• Explore how bank accounts and cards help with managing money</li> <li>• Identify skills and talents</li> <li>• Describe how to make others feel included</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Understand that change can cause mixed feelings</li> <li>• Understand what change is and that it is part of life</li> <li>• Explain some positive of change</li> <li>• Explain some challenges which change brings</li> <li>• Know who can help us deal with change</li> </ul>
<b>Key vocabulary:</b> <i>bank account, debit card, diversity, electronic, equality, prioritise, skill, survive, transaction, wages, want, withdraw</i>	<b>Key vocabulary:</b> <i>change, feelings</i>

### Year 3

<b>Autumn 1</b> <b>Unit:</b> Families and relationships	<b>Autumn 2</b> <b>Unit:</b> Health and wellbeing
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Understand that families love and support each other but sometimes problems can occur and help is available if needed</li> <li>• Understand that friendships have ups and downs and that problems can be resolved</li> <li>• Begin to understand the impact of bullying</li> <li>• Listen and communicate effectively</li> <li>• Understand why trust is an important part of positive relationships</li> <li>• Begin to understand the differences between people and why it is important to respect these differences</li> <li>• Recognise that stereotypes are present in everyday life</li> <li>• Recognise that stereotypes exist based on a number of factors</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Understand and plan for a healthy lifestyle including physical activity, rest and diet</li> <li>• Perform a range of relaxation stretches</li> <li>• Identify my own strengths and begin to see how they can affect others</li> <li>• Break down barriers into smaller, achievable goals</li> <li>• Recognise when to give consent</li> <li>• Understand the benefits of healthy eating and dental health</li> </ul>
<b>Key vocabulary:</b> <i>bullying, communicate, empathy, open questions, similar, solve, stereotype, sympathy, trust</i>	<b>Key vocabulary:</b> <i>alone, balance, barriers, identity, lonely, resilience</i>
<b>Spring 1</b> <b>Unit:</b> Safety and the changing body	<b>Spring 2</b> <b>Unit:</b> Citizenship
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Understand the role I can take in and emergency situation</li> <li>• Understand how to help if someone has been stung or bitten</li> <li>• Understand the importance of being kind online and what this looks like</li> <li>• Understand that cyberbullying involves being unkind online</li> <li>• Understand that not all emails are genuine</li> <li>• Begin to recognise who and what can influence our decisions</li> <li>• Develop an understanding of safety on or near roads</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Begin to understand the UN convention on the rights of the child</li> <li>• Understand the responsibilities of both children and adults to help all children benefit from their rights</li> <li>• Understand the environmental benefits of recycling</li> <li>• Understand the groups which make up the community</li> <li>• Understand that charities care for others and how people can support them</li> <li>• Begin to understand how democracy works in the local area</li> <li>• Understand why we have rules and the consequences of breaking rules at school and home</li> </ul>
<b>Key vocabulary:</b> <i>allergic, anaphylaxis, bullying, casualty, choice, cyberbullying, decision, distraction, fake, influence, injuries</i>	<b>Key vocabulary:</b> <i>charity, community, consequence, council, councilor, law, recycling, rights, United Nations (UN)</i>

<b>Summer 1</b> <b>Unit:</b> Economic wellbeing	<b>Summer 2</b> <b>Unit:</b> Transition to Year 4
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Understand the different ways to pay for things and why people might choose them</li> <li>• Understand how to put together a budget</li> <li>• Recognise that money has an impact on how we feel</li> <li>• Begin to recognise how ethics can influence our spending decisions</li> <li>• Understand that there are a range of jobs available and to think about what job they might want to do</li> <li>• Understand that there are stereotypes in the workplace and these should not limit people’s career aspirations.</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Understand the strategies people use to cope with change</li> <li>• Understand that there are different strategies I can use to deal with change</li> <li>• Explain the opportunities and responsibilities that change might bring</li> </ul>
<b>Key vocabulary:</b> <i>account, assumption, budget, career, continuum, digital trade, fair trade, feeling, profession, stereotype</i>	<b>Key vocabulary:</b> <i>opportunity, responsibility, change, cope, strategies</i>

## Year 4

<p><b>Autumn 1</b> <b>Unit:</b> Families and relationships</p>	<p><b>Autumn 2</b> <b>Unit:</b> Health and wellbeing</p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of courtesy and manners in a range of situations</li> <li>• Begin to understand the physical and emotional boundaries in friendships</li> <li>• Understand that behaviour can have an impact on others</li> <li>• Understand the impact of bullying and the responsibility of bystanders to help</li> <li>• Explore stereotypes in fictional characters and think about how these might influence us</li> <li>• Recognise that stereotypes can relate to a number of factors</li> <li>• Begin to understand that families are very varied, in this country and across the world</li> <li>• Explore how we can help following a bereavement</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand how we can look after our teeth</li> <li>• Understand what relaxation feels like</li> <li>• Develop a growth mindset and understand that mistakes are useful</li> <li>• Identify my own strengths and begin to see how they can affect others</li> <li>• Identify what's important to me and to take responsibility for my own happiness</li> <li>• Understand a range of emotions</li> <li>• Begin to understand what mental health is and who can help if I need it</li> </ul>
<p><b>Key vocabulary:</b> <i>act of kindness, authority, bereavement, boundaries bystander, permission</i></p>	<p><b>Key vocabulary:</b> <i>fluoride, healthy, mental health, negative emotions, positive emotions, relaxation, resilience, skill, visualise</i></p>
<p><b>Spring 1</b> <b>Unit:</b> Safety and the changing body</p>	<p><b>Spring 2</b> <b>Unit:</b> Citizenship</p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand that age restrictions are designed to protect us</li> <li>• Understand the benefits and risks of sharing material online</li> <li>• Understand how to help someone with asthma</li> <li>• Develop understanding of privacy and the difference between secrets and surprises</li> <li>• Understand that not all information on search engines is valuable</li> <li>• Recognise that change is part of growing up</li> <li>• Recognise the physical differences between children and adults</li> <li>• Begin to understand the risks of smoking and the benefits of being a non-smoker</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Begin to understand the Human Rights convention</li> <li>• Understand how reusing items benefits the environment</li> <li>• Understand the role of groups in the wider community</li> <li>• Understand the contribution groups make to a community</li> <li>• Understand the value of diversity in a community</li> <li>• Develop an understanding of the role of local government</li> </ul>
<p><b>Key vocabulary:</b> <i>age restriction, asthma, breasts, genitals, law, penis, private, protect, puberty, public, testicles/testes, tobacco</i></p>	<p><b>Key vocabulary:</b> <i>authority, cabinet, community, council, council officer, diversity, environment, human rights, local government, protect, reuse, United Nations, UN volunteer</i></p>

<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit:</b> Economic wellbeing	<b>Unit:</b> Transition to Year 5
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Recognise factors influencing value for money</li> <li>• Understand the importance of monitoring money</li> <li>• Describe different ways of keeping money safe</li> <li>• Understand how different factors can influence career choices</li> <li>• Explain why people can have more than one career in their life</li> <li>• Identify and challenge stereotyping in the workplace</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Creating goals to achieve before entering Year 5</li> <li>• Identify my achievement this year</li> <li>• Set myself goals</li> <li>• Know who I can talk to if I am worried about anything</li> </ul>
<b>Key vocabulary:</b> <i>bank account, bank statement, career, career satisfaction, influence, password, perspective, satisfaction, security value for money</i>	<b>Key vocabulary:</b> <i>goal, achievement, change</i>

## Year 5

<b>Autumn 1</b> <b>Unit:</b> Families and relationships	<b>Autumn 2</b> <b>Unit:</b> Health and wellbeing
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Understand how to form and maintain positive relationships</li> <li>• Explore the ups and downs of friendships</li> <li>• Understand the concept of marriage</li> <li>• Begin to understand self-respect</li> <li>• Begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens</li> <li>• Understand more about bullying and how to get help</li> <li>• Recognise how attitudes to gender have changed over time</li> <li>• Explore the impact of stereotypes and how they can lead to discrimination</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Use yoga poses and breathing to relax</li> <li>• Understand the benefits of sleep</li> <li>• Understand the purpose of failure</li> <li>• Learn how to set short-term, medium-term and long-term goals</li> <li>• Use vocabulary to describe their feelings and take responsibility for them</li> <li>• Understand risks associated with the sun and how these can be avoided</li> </ul>
<b>Key vocabulary:</b> <i>attributes, bullying, bystander, cyberbullying, marriage, secret wedding</i>	<b>Key vocabulary:</b> <i>fail, goal, protect, relaxation, responsibility, steps</i>
<b>Spring 1</b> <b>Unit:</b> Safety and the changing body	<b>Spring 2</b> <b>Unit:</b> Citizenship
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Begin to understand some issues related to online friendships including the impact of their actions</li> <li>• Learn about staying safe online</li> <li>• Understand physical changes during puberty</li> <li>• Understand the menstrual cycle</li> <li>• Understand emotional changes during puberty</li> <li>• Understand how to help someone who is bleeding</li> <li>• Begin to understand the influence others have on us and how we can make our own decisions</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Begin to understand what happens when the law is broken</li> <li>• Explore the links between rights and responsibilities</li> <li>• Understand how reducing our use of materials and energy will help the environment</li> <li>• Understand how we recognise and value the contribution people make to the community</li> <li>• Recognise the role of pressure groups</li> <li>• Begin to understand how parliament works</li> </ul>
<b>Key vocabulary:</b> <i>attraction, bladder, breasts, cervix, clitoris, decision, egg or ova, ejaculation, erection, fallopian tube, friend, influence</i>	<b>Key vocabulary:</b> <i>defendant, environment, freedom of expression, government, House of Commons, human rights, judge, jury, member of parliament (MP), parliament, pressure group, prime minister, trial</i>

<b>Summer 1</b> <b>Unit:</b> Economic wellbeing	<b>Summer 2</b> <b>Unit:</b> Transition to Year 6
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Prioritise needs over wants</li> <li>• Create a weekly budget</li> <li>• Identify the significance of borrowing and loaning money</li> <li>• Examine the risks associated with handling money online</li> <li>• Identify and challenge stereotyping in the workplace</li> <li>• Explore how personal interests and skills align with different careers</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Understand the skills needed to take on responsibilities in school</li> <li>• Understand the skills needed to take on roles in school</li> <li>• Explain the skills I have and those I need to develop</li> </ul>
<b>Key vocabulary:</b> <i>allocate, borrow, commitment, expenditure, impact, income, loan, prioritise, repayment, risk</i>	<b>Key vocabulary:</b> <i>skill, responsibility, role achievement</i>

## Year 6

<p><b>Autumn 1</b> <b>Unit:</b> Families and relationships</p>	<p><b>Autumn 2</b> <b>Unit:</b> Health and wellbeing</p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand what we mean by respect and why it is important</li> <li>• Understand that respect is two-way and how we treat others is how we can expect to be treated</li> <li>• Explore other people’s attitudes and ideas and to begin to challenge these</li> <li>• Understand stereotypes and be able to share information on them</li> <li>• Resolve disputes and conflict through negotiation and compromise</li> <li>• Begin to understand the process and emotions relating to grief</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify long term goals and how to work towards them</li> <li>• Understand and plan for a healthy lifestyle</li> <li>• Understand the potential impact of technology on physical and mental health</li> <li>• Reflect on skills they have developed to identify and respond to difficult situations</li> <li>• Understand how habits can be good or bad for our health</li> <li>• Understand what happens when we are ill and begin to understand when to seek support</li> </ul>
<p><b>Key vocabulary:</b> authority, conflict, earn, expectation, grief, grieving, resolve, respect, stereotype</p>	<p><b>Key vocabulary:</b> antibodies, growth mindset, habit, qualities, responsibility, skill, vaccination</p>
<p><b>Spring 1</b> <b>Unit:</b> Safety and the changing body</p>	<p><b>Spring 2</b> <b>Unit:</b> Citizenship</p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Begin to understand the risks of alcohol</li> <li>• Start to become a discerning consumer of information online</li> <li>• Understand the physical and emotional changes of puberty</li> <li>• <b>Understand conception***</b></li> <li>• <b>Understand the development of the baby during pregnancy***</b></li> <li>• Understand how to help someone who is choking</li> <li>• Understand how to help someone who is unresponsive</li> </ul> <p><b>***parents can withdraw their child from this part of the lesson</b></p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand human rights, including the right to education</li> <li>• Understand how to show care and concern for others</li> <li>• Recognise prejudice and discrimination and learn how this can be challenged</li> <li>• Understand diversity and the value different people bring to a community</li> <li>• Begin to understand how government works</li> </ul>
<p><b>Key vocabulary:</b> alcohol, bladder, breasts, cervix, clitoris, conception, cyberbullying, egg or ova, ejaculation, erection, fallopian tube, fertilisation, genitals, internet trolling, labia, menstruation/period, nipples, ovary/ovaries, penis, pregnant, puberty, pubic hair, scrotum, sexual intercourse, sperm, sperm duct, testicles/testes, urethra, uterus, vagina, vaginal opening, voice breaking, vulva, wet dreams, womb</p>	<p><b>Key vocabulary:</b> authority, conflict, earn, expectation, grief, grieving, protected characteristics, resolve, respect, stereotype</p>

<b>Summer 1</b> <b>Unit: Economic wellbeing</b>	<b>Summer 2</b> <b>Unit: Identity &amp; Transition to Year 5</b>
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Identify feelings around money and discuss their impact</li> <li>• Recognise how to safeguard money in digital and physical environments</li> <li>• Identify how money-related matters develop at secondary school</li> <li>• Recognise the risks of gambling</li> <li>• Explore how different careers operate in a workplace</li> <li>• Explore different career routes and their requirements</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Understand what factors contribute to identity</li> <li>• Understand that the media manipulates images</li> <li>• Understand that a big change can bring both opportunities and worries</li> <li>• Understand that change can bring opportunity but also worry</li> <li>• Explain some ways I can deal with change</li> <li>• Explain some strategies I can use if I feel stressed or anxious</li> </ul>
<b>Key vocabulary:</b> <i>earnings, educational, requirements, expenses, gambling, responsibilities, risks, safeguard, university, valuables, workplace</i>	<b>Key vocabulary:</b> <i>change, identity, images, manipulation, media, change, worry, stress, anxious, opportunity</i>