



Relationships, Sex and Health Education Policy

Date of acceptance by governors: 18.07.2024

Scheduled review date: Summer 2026



Table of Contents

Policy	1
1. Aims	2
2. Statutory requirements	3
3. Policy development	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSHE	4
7. Roles and responsibilities	6
8. Parents' right to withdraw	6
9. Monitoring arrangements	7
Appendix 1: Curriculum map	8
Appendix 2: By the end of primary school pupils should know	10
Appendix 3: Parent form: withdrawal from sex education within RSHE	19



1. Aims

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) and statutory RSHE (relationships, sex and health education). This looks at many topics including all kinds of relationships, physical / emotional health and living in the wider world. The aim of the PSHE RSHE is to help our pupils make safe and informed decisions during their school years and beyond.

The aims of relationships and sex education (RSHE) 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 sexual 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, we aim to promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community. We do this through our creative curriculum, our school environment and our school ethos.
 - Develop an understanding of the importance of the 9 protected characteristics as outlined in the Equality Act 2010

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

At Hunloke Park Primary School we teach RSHE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations



3. Parent/stakeholder consultation – parents and any interested parties were invited to read the draft policy and submit any comments
4. Pupil consultation – we investigated what exactly pupils want from their RSHE using the school parliament as a focus group.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

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

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

Primary sex education for years 5 and 6 will focus on:

- Preparing boys and girls for the changes that adolescence brings

Year 6

- How a baby is conceived and born
- Body image; sharing of indecent images and social media; consent.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSHE 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
 - Mental wellbeing
 - Internet safety and harms
 - Physical health and fitness
 - Healthy eating
 - Drugs alcohol and tobacco
 - Health and prevention
 - Basic first aid
 - Changing adolescent body
- For more information about our RSHE curriculum, see Appendices 1 and 2. This is the link to the statutory guidance <https://www.gov.uk/government/publications/sex-and-relationship-education>

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).

6.1 Teaching Methods

RSHE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.

Active learning methods, which encourages children's full participation and involvement, will be used.

RSHE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher or familiar member of staff such as a Higher Level Teaching Assistant. A visitor such as a school community nurse does at times supplement the RSHE curriculum as a planned event with the teacher present.

Teaching resources are selected on the basis of their appropriateness to pupils.



In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to SLT for advice and support.

Safeguarding – In line with the school's safeguarding policy and procedures any safeguarding concerns that arise will be reported to the delegated safeguarding person.

Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate or inappropriate in a particular setting.
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis.
- If a question is too personal the teacher should remind the pupils of the ground rules.
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way encourages positive participation.
- Pupils may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons.

6.2 Approach to teaching RSHE curriculum:

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding. Respect is a strong element of our whole school ethos and we use PRIDE linked to the pride boxes and Dojo awards in each class. The staff also encourage a 'Be the Best You Can Be' attitude to all aspects of life.

All pupils receive regular, timetabled PSHE/ RSHE teaching. PSHE/ RSHE is taught both as a discrete subject and through other appropriate cross-curricular links. The children also explore areas of PSHE/ RSHE through focused whole school weeks, for example; ESafety, anti-bullying and road safety.

PSHE/ RSHE is also taught through the weekly assemblies.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy, and hold the head teacher to account for its implementation.



7.2 The head teacher

The head teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

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

All teaching staff are responsible for teaching RSHE in school.

7.4 Pupils

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

8. Parents' right to withdraw

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action.

9. Monitoring arrangements

The delivery of RSHE is monitored by through:

We believe that effective assessment and recording is an essential and integral part of all aspects of the school curriculum. We also recognise that the PSHCE / RSHE curriculum brings its own special requirements.

We will therefore take this approach to assessment and recording that:



- Uses needs assessment as a planning tool
- Uses clear lesson-based learning objectives against which to assess and record short-term activities and work done (i.e. coverage)
- Has longer term approaches that allow for reflective teacher, self and peer evaluation set against personal and individual growth targets
- Our yearly report for pupils will contain a section for PSHCE/ RSHE

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

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the governing board and the head teacher.

Policy links to:

SEND

PSHE

Curriculum

Online safety policy

Anti-Bullying Policy



Appendix 1: Curriculum map

Relationships and sex education curriculum map

The majority of RSHE is covered through the scheme PSHE Matters: A PSHE Curriculum for Primary Schools developed by Derbyshire County Council. PANTS resources supplement this along with Purple Mash online safety.

YEAR GROUP	TOPIC/THEME DETAILS FOR CURRICULUM OVER 2 YEARS
Year 1 and 2	Our PHSE scheme , PSHE Matters : a PSHE Curriculum for Primary Schools by Derbyshire County Council teaches about the themes of : Relationships, Exploring Emotions, Difference and diversity, Being responsible, Bullying Matters, Being Healthy , Drug Education, Being Me, Changes, Growing Up, Money Matters, Being Safe This is available for parents / Guardians to look through at any time Purple Mash – online safety PANTS https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/ Saint Johns Ambulance Kings, Princesses, Ducks and Penguins-(LGBTQ+) resource a manual for educators written by John Yates- Harold
YEAR GROUP	TOPIC/THEME DETAILS FOR CURRICULUM OVER 2 YEARS



Year 3 and 4

Our PHSE scheme , PSHE Matters : a PSHE Curriculum for Primary Schools by Derbyshire County Council builds on the themes taught in Key Stage 1 of : Relationships, Exploring Emotions, Difference and diversity, Being responsible, Bullying Matters, Being Healthy , Drug Education, Being Me, Changes, Growing Up, Money Matters, Being Safe

This is available for parents / Guardians to look through at any time

Purple Mash – online safety

PANTS <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

First Aid <http://www.sja.org.uk/sja/schools/key-stage-first-aid-resources/key-stage-2-first-aid-pathway.aspx>

Kings, Princesses, Ducks and Penguins- -(LGBTQ+) a manual for educators written by John Yates- Harold



Year 5 and 6	Our PHSE scheme , PSHE Matters : a PSHE Curriculum for Primary Schools by Derbyshire County Council builds on the themes taught in Key Stage 1 and LKS2 of : Relationships, Exploring Emotions, Difference and diversity, Being responsible, Bullying Matters, Being Healthy , Drug Education, Being Me, Changes, Growing Up, Money Matters, Being Safe This is available for parents / Guardians to look through at any time Purple Mash – online safety PANTS https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/ First Aid http://www.sja.org.uk/sja/schools/key-stage-first-aid-resources/key-stage-2-first-aid-pathway.aspx Kings, Princesses, Ducks and Penguins--(LGBTQ+) a manual for educators written by John Yates- Harold
Year 6	Consent Taking and sharing indecent images How a baby is conceived and born



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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up 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	• 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 character, personality or backgrounds)	• The importance of respecting others, even when they are very different from them (for example, physically, in relationships 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	• 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
----------------------	--



TOPIC		PUPILS SHOULD KNOW
Being safe		• 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



By the end of primary school:

Mental wellbeing	Pupils should know - that mental wellbeing is a normal part of daily life, in the same way as physical health. - 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.
	- 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. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. - 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). - 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.



Internet safety and harms	Pupils should know • <u>that</u> for most people the internet is an integral part of life and has many benefits. • <u>about</u> 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. • <u>how</u> 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. • <u>why</u> social media, some computer games and online gaming, for example, are age restricted. • <u>that</u> 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. • <u>how</u> to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • <u>where</u> and how to report concerns and get support with issues online.
----------------------------------	---



Physical health and fitness	Pupils should know • <u>the</u> characteristics and mental and physical benefits of an active lifestyle. • 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. • <u>the</u> risks associated with an inactive lifestyle (including obesity). • <u>how</u> and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know • <u>what</u> constitutes a healthy diet (including understanding calories and other nutritional content). • <u>the</u> principles of planning and preparing a range of healthy meals. • <u>the</u> 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).



Drugs, alcohol and tobacco	Pupils should know • <u>the</u> facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know • <u>how</u> to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • <u>about</u> safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • <u>the</u> importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • <u>about</u> dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • <u>about</u> personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • <u>the</u> facts and science relating to allergies, immunisation and vaccination.



Basic first aid	Pupils should know: • <u>how</u> to make a clear and efficient call to emergency services if necessary. • <u>concepts</u> of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils should know: • <u>key</u> facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • <u>about</u> menstrual wellbeing including the key facts about the menstrual cycle.



Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
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	
--	--

--	--

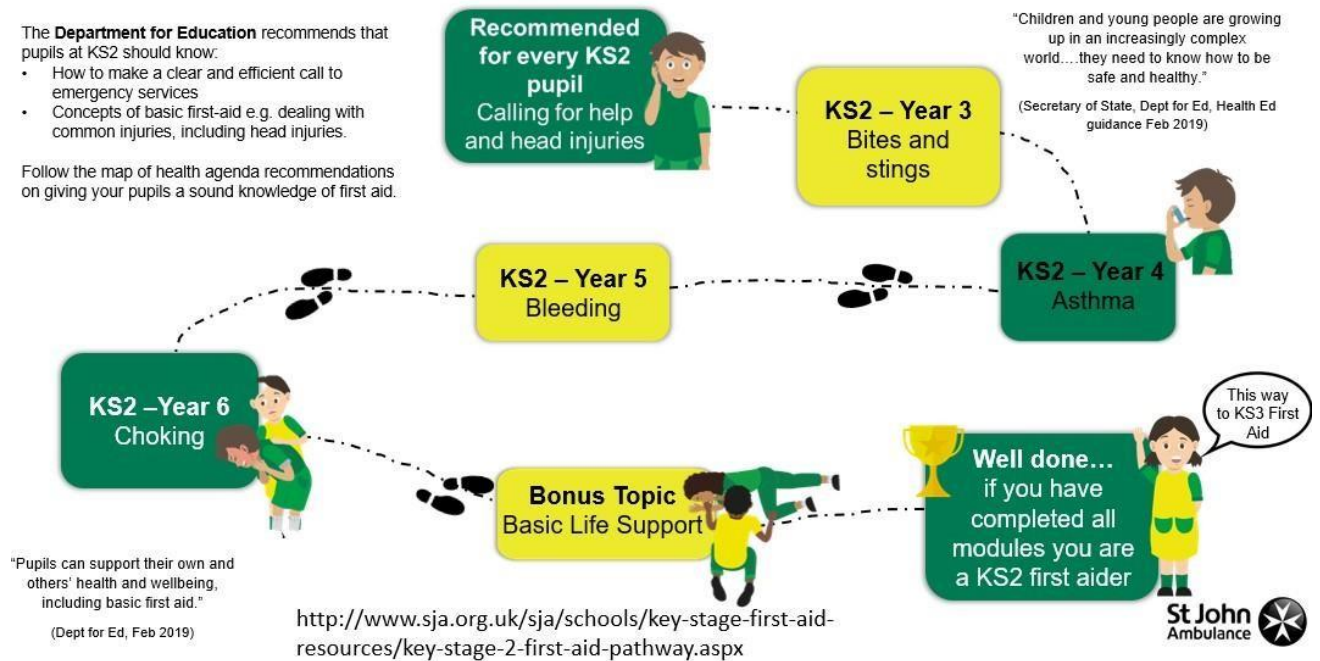


KS2 Statutory and Recommended First Aid Pathway

The **Department for Education** recommends that pupils at KS2 should know:

- How to make a clear and efficient call to emergency services
- Concepts of basic first-aid e.g. dealing with common injuries, including head injuries.

Follow the map of health agenda recommendations on giving your pupils a sound knowledge of first aid.



The EYFS Modules are organised under four subheadings, these include:

Enabling Environment

What is an enabling environment?

A physical and emotional environment where children feel safe, secure, comfortable and ready to learn.

This may include basic areas set up indoors/outdoors. These areas are always available, well-organised and open-ended and may include: role play, craft, snack, exploratory/science, construction, small world areas etc.

Explorations

What constitutes an activity in this context?

Experiences for children to access independently, offering opportunities for children to be responsible for their own learning.

Opportunities for children to transfer the experiences to areas of their choosing. To be open-ended.

Role of the Adult

What is the role of the adult?

Sensitive interactions: interventions to extend and challenge.

Stimulation: providing activities and experiences to extend learning, including development of adult-directed activities into continuous provision.

Modelling strategies: for thinking, scaffolding and questioning to extend learning and discovery.

Adult-directed activities: to further explain a concept.

Parents & Carers

How do we involve parents/carers?

Ideas suggested to involve parents/carers in children's learning and development creating a two way flow of ideas and information sharing; school or setting to home and home to school or setting.

Understand that feelings can affect how our bodies feel and behave.	Recognise that feelings can differ in intensity.	Explain that feelings can change over time and range in intensity.
Recognising Emotions - Explore how to recognise different feelings. - Talk about how we recognise what others might be feeling. - Understand that not everyone feels the same about the same things.	Recognising Emotions - Explore how everyday things can affect how we think, feel and behave. - Describe what supports good mental/physical health. - Identify that not everyone feels the same about the same things.	Recognising Emotions - Understand that feelings can impact our mental and physical health. - Recognise the importance of taking care of mental health and wellbeing. - Discuss the signs that someone may be struggling with their mental health.
Managing Emotions - Talk about ways to manage big and uncomfortable feelings. - Identify who they can ask for help and can demonstrate how to ask for help.	Managing Emotions - Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings. - Understand the importance of not bottling up how you are feeling. - Understand the importance of asking for help if feelings become too uncomfortable. - Explain how they can access help.	Managing Emotions - Identify strategies that they could use to respond to feelings, including conflicting feelings. - Record strategies and behaviours that support mental health and wellbeing. - Explain how to seek support for themselves and others.

Being Healthy Progression Table - Through the Being Healthy module pupils will be able to...

KS1	LKS2	UKS2
Factors of a Healthy Lifestyle - Explore what 'being healthy' means and why it is important. - Understand that food is necessary to keep our bodies healthy. - Identify that food choices can vary for families/cultures. - Name/describe different physical activities and identify ones they enjoy. - Explain how physical activity can help us to stay healthy. - Understand that sleep and relaxation are important for growing and keeping healthy. - Talk about healthy ways to feel good, calm down or change their mood.	Factors of a Healthy Lifestyle - Explain what a healthy lifestyle is and why it is important. - Understand what a healthy, balanced diet may include. - Understand what an informed choice is. - Identify opportunities for physical activity within their everyday lives. - Describe some consequences of being physically inactive, on the mind and body. - Identify routines that support good quality sleep. - Explore strategies and behaviours that support mental health.	Factors of a Healthy Lifestyle - Identify things that can affect someone's physical/mental health. - Explain what constitutes a healthy diet and the risks associated with not having one. - Reflect on what may influence our choices to have a balanced lifestyle. - Identify what good physical health means and how to seek help if they are worried about their health. - Recognise habits that can have both positive/negative effects on a healthy lifestyle. - Understand routines/strategies that support good quality sleep; the effects of lack of sleep. - Identify strategies and behaviours that support mental health.
Hygiene, Health and Prevention - Demonstrate how to brush teeth. - Explain what good dental care is understanding the foods/drinks that support it. - Demonstrate simple hygiene routines that stop germs from spreading. - Begin to recognise different ways of staying healthy in the sun. - Understand what it means to take a break and how this is important for our health.	Hygiene, Health and Prevention - Explain what good dental health means, including how to brush and floss. - Identify the effects of different foods/drinks on the teeth. - Identify the everyday hygiene routines that can limit the spread of infection. - Identify the benefits/risks of sun exposure. - Describe how the five ways to wellbeing can be used as a tool to help keep a healthy balance.	Hygiene, Health and Prevention - Identify the everyday routines that improve dental health. - Identify the everyday routines/habits that can limit the spread of infection. - Understand the wider importance of personal hygiene and how to maintain it. - Explain how to keep safe from sun damage and reduce the risk of skin cancer. - Identify the benefits of the internet and strategies for managing/balancing time online/offline.

Growing Up Progression Table - Through the module Growing Up pupils will be able to...

KS1	LKS2	UKS2
Growing and Changing - Name the main parts of the body including vagina and penis. - Recognising the difference between male and female body parts. - Understand the human life cycle and that people grow from young to old. - Describe ways that people's needs and bodies change as they grow. - Talk about some ways to keep clean. - Understand that babies grow in the mothers' body and have particular needs when they are born. - Recognise what makes them special and unique.	Growing and Changing - Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries. - Understand the processes of reproduction and birth as part of the human life cycle - that babies start from an egg and sperm. - Explore physical and emotional changes that happen during puberty. - Explain how daily hygiene helps to reduce the spread of infection. - Explain how adults care for a baby during and after pregnancy. - Recognising that individuality and personal qualities contribute to who we are.	Growing and Changing - Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. - Explain how babies are conceived, born and cared for. - Identify the physical and emotional changes that happen when approaching/during puberty. - Know some key facts about menstruation. - Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing. - Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life. - Identify and value personal strengths, skills, achievements and interests.
Privacy, Boundaries and Consent - Understand that some parts of the body are private. - Identify different types of touch and how they make people feel. - Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help.	Privacy, Boundaries and Consent - Explain what is meant by privacy and personal boundaries. - Recognise uncomfortable/comfortable behaviour online/offline. - Know when it is right to break or keep a confidence or share a secret. Know how to ask for help.	Privacy, Boundaries and Consent - Understand what consent means and how to seek and give/not give permission in different situations. - Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations. - Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help.

Changes Progression Table - Through the Changes module pupils will be able to...

KS1	LKS2	UKS2
About Loss and Change - Identify examples of loss and change. - Begin to recognise that loss and change can affect the way we think, feel and behave. - Understand that changes can produce big feelings.	About Loss and Change - Recognise that loss/change are a normal part of life. - Describe how change and loss, can affect feelings, thoughts and behaviours. - Recognise that feelings associated with loss/change can change over time and range in intensity.	About Loss and Change - Explore that loss, bereavement and change are part of the human life cycle. - Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone. - Recognise that internal conflicting emotions can be normal when dealing with loss and change.
Managing Loss and Change - Identify feelings associated with loss and change. - Recognise some simple ways to prepare for change/transition. - Identifying different things that may help to manage big feelings. - Talk about some ways to help others when they are affected by change. - Know that it is important to talk to someone if you are worried. - Identify people who can help us if we feel worried/unhappy.	Managing Loss and Change - Use a varied vocabulary when talking about feelings associated with loss and change. - Identify self-help strategies and the importance of support when preparing for change/transitions. - Describe everyday things that affect feelings and understand the importance of expressing feelings. - Develop some ways of responding to others and showing support if they are affected by loss/change. - Know why it is important to talk about our feelings and not bottle them up. - Know who to talk to if you are worried or have strong feelings.	Managing Loss and Change - Describe a range of emotions and intensities associated with loss and change. - Identify problem solving strategies to manage transitions between classes and key stages. - Identify strategies to respond to feelings, including intense or conflicting feelings. - Recognising the signs when someone may be struggling and understand how to seek support. - Explore some barriers to asking for help and some ways to address them. - Know who to talk to and where to go for help.

Bullying Matters Progression Table - Through the module Bullying Matters pupils will be able to ...

KS1	LKS2	UKS2
About Bullying - Explore what is bullying and what is not. - Recognise kind and unkind behaviour in themselves and others. - Identify that bodies and feelings can be hurt by words and actions. - Understand that hurtful behaviour is not acceptable.	About Bullying - Describe different types of bullying including the role of a bystander. - Recognise that our behaviour can affect others. - Identify how the body may react to unhappy or uncomfortable feelings. - Explain the consequences of hurtful/ bullying behaviour and understand neither are acceptable.	About Bullying - Explain what direct, indirect and cyberbullying means. - Identify when banter or other behaviour becomes unkind. - Analyse ways to identify and manage uncomfortable feelings online/offline. - Explore the impact and consequences of bullying and discrimination, identifying positive ways to challenge it.
Strategies and Support - Explore simple strategies to resolve arguments between friends. - Understand how to report bullying and who they can talk to.	Strategies and Support - Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline. - Recognise the importance of seeking support and identify how they might do this.	Strategies and Support - Identify positive strategies that may help to resolve disputes in friendships. - Describe some barriers to accessing support. - Recognise the importance of seeking support if feeling lonely, excluded or unsafe.

Being Me Progression Table - Through the Being Me module pupils will be able to...

KS1	LKS2	UKS2
Being Unique and Special - Recognise and share facts about themselves. - Identify their likes and dislikes and what they are good at. - Talk about some ways that they are special.	Being Unique and Special - Explore what contributes to who we are. - Identify and talk about their own strengths and interests. - Recognise what makes them unique and understands that being different is something to celebrate.	Being Unique and Special - Identify a range of factors that what contributes to our identity. - Express their talents and strengths with confidence. Set goals for how they would like to develop them. - Explain ways in which they respect and value other people's differences.
Understanding Similarities and Differences - Recognise how friends can have both similarities and differences. - Show some simple ways to respect and celebrate other's differences.	Understanding Similarities and Differences - Identify visible/invisible differences between people. - Explain why it is important to respect and celebrate the differences and similarities between people.	Understanding Similarities and Differences - Respect the differences and similarities between people. - Reflect on how discrimination and our own behaviour can affect others.
Being Part of a Community - Name some groups that they belong to. - Talk about how being part of a group makes them feel.	Being Part of a Community - Identify the different groups that make up their community. - Recognise that they belong to different communities as well as the school community. - Describe what is positive about their community and how it supports them.	Being Unique and Special - Explain some of the benefits of communities. - Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities. - Explore how shared events and experiences can create a stronger community.

Diversity Matters Progression Table - Through the module Diversity matters pupils will be able to ...

KS1	LKS2	UKS2
Similarities and Differences - Recognise ways they are the same as and different to others. - Talk about some ways that they are special. - Express their thought and opinions and recognise that others can be different.	Similarities and Differences - Discuss a range of the similarities/ differences between people. - Explore what contributes to who we are. - Listen actively to others' views and explore how they are the similar or different to their own.	Similarities and Differences - Reflect on diversity and what it means; the benefits of living in a diverse community. - Recognise their individuality and identify their personal qualities. - Understand that their views and opinions come from their different backgrounds and experiences. - Model how to discuss or debate respectfully.
Respecting Others - Talk about some ways to treat themselves and others with kindness. - Know what it means if something is fair or unfair.	Respecting Others - Recognise the importance of self-respect and demonstrate ways to respect others. - Recognise and challenge stereotypes. - Explain the concept of being equal.	Respecting Others - Explain the importance of having respect and compassion for self and others. - Recognise how stereotypes are perpetuated and have some strategies to challenge positively. - Identify different types of discrimination and recognise the impact they can have. - Understand that there are laws about discrimination so that we can live in a fair society.

Being Me Progression Table - Through the Being Me module pupils will be able to...

KS1	LKS2	UKS2
Being Unique and Special - Recognise and share facts about themselves. - Identify their likes and dislikes and what they are good at. - Talk about some ways that they are special.	Being Unique and Special - Explore what contributes to who we are. - Identify and talk about their own strengths and interests. - Recognise what makes them unique and understands that being different is something to celebrate.	Being Unique and Special - Identify a range of factors that what contributes to our identity. - Express their talents and strengths with confidence. Set goals for how they would like to develop them. - Explain ways in which they respect and value other people's differences.
Understanding Similarities and Differences - Recognise how friends can have both similarities and differences. - Show some simple ways to respect and celebrate other's differences.	Understanding Similarities and Differences - Identify visible/invisible differences between people. - Explain why it is important to respect and celebrate the differences and similarities between people.	Understanding Similarities and Differences - Respect the differences and similarities between people. - Reflect on how discrimination and our own behaviour can affect others.
Being Part of a Community - Name some groups that they belong to. - Talk about how being part of a group makes them feel.	Being Part of a Community - Identify the different groups that make up their community. - Recognise that they belong to different communities as well as the school community. - Describe what is positive about their community and how it supports them.	Being Unique and Special - Explain some of the benefits of communities. - Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities. - Explore how shared events and experiences can create a stronger community.

Diversity Matters Progression Table - Through the module Diversity matters pupils will be able to ...

KS1	LKS2	UKS2
Similarities and Differences - Recognise ways they are the same as and different to others. - Talk about some ways that they are special. - Express their thought and opinions and recognise that others can be different.	Similarities and Differences - Discuss a range of the similarities/ differences between people. - Explore what contributes to who we are. - Listen actively to others' views and explore how they are the similar or different to their own.	Similarities and Differences - Reflect on diversity and what it means; the benefits of living in a diverse community. - Recognise their individuality and identify their personal qualities. - Understand that their views and opinions come from their different backgrounds and experiences. - Model how to discuss or debate respectfully.
Respecting Others - Talk about some ways to treat themselves and others with kindness. - Know what it means if something is fair or unfair.	Respecting Others - Recognise the importance of self-respect and demonstrate ways to respect others. - Recognise and challenge stereotypes. - Explain the concept of being equal.	Respecting Others - Explain the importance of having respect and compassion for self and others. - Recognise how stereotypes are perpetuated and have some strategies to challenge positively. - Identify different types of discrimination and recognise the impact they can have. - Understand that there are laws about discrimination so that we can live in a fair society.

Being Responsible Progression Table - Through the Being Responsible module pupils will be able to...

KS1	LKS2	UKS2
Rules and Responsibilities - Understand what a rule is and that we follow rules to help each other. - Understands that rules need to be fair. - Give examples of rules from different situations. Identify simple responsibilities they have. - Describe some simple ways to manage waste.	Rules and Responsibilities - Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them. - Describe some basic human rights. - Understand that rights come with responsibilities. - Describe what climate change is and some ways we can all help to reduce the effects.	Rules and Responsibilities - Explore how law protects our rights and how to respond respectfully if something is not within the law. - Recognise that human rights are there to protect everyone. - Understand the relationship between rights and responsibilities, providing examples. - Explain the importance of protecting the environment and set personal everyday actions.
Community and Care - Recognise that people have different needs. - Describe some ways to care for people, animals and other living things.	Community and Care - Explore what is meant by a community and the differences between needs and wants within a community. - Explore and identify the welfare needs of animals and humans.	Community and Care - Recognise how we can support others within a community. - Identify diversity within a community and explore how we can celebrate this. - Recognise the importance of having compassion towards others and explain how to show care and concern.

Being Safe Progression Table - Through the module Being Safe pupils will be able to

KS1	LKS2	UKS2
Keeping Safe - Explore basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision. - Talk about examples of rules and age restrictions that are there to keep them safe. - Identifying possible risks/hazards in the home and outside. - Explore how to keep safe and reduce risks at home and in their local environment.	Keeping Safe - Explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report. - Identifying situations where age restrictions apply. - Identify and assess risk online/offline. (Including in the home and when playing out). - Discuss ways to reduce risks at home and in the local environment in order to stay safe.	Keeping Safe - Identify strategies for keeping safe online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline. - Explain reasons for age restrictions/regulations. - Predict, assess and manage risks online and offline. (Including road and water safety). - Explore how the pressure/excitement in the moment can affect how we manage risk.
First Aid - Recognises what to do if there is an accident and someone gets hurt. Know to keep themselves safe first. - Demonstrate how to ask for help including calling 999.	First Aid - Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/stings. - Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency.	First Aid - Identify hazards that may cause injury. Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking. - Explain how to respond in an emergency, including when and how to contact different emergency services.

Relationships Matters Progression Table - Through the Relationships Matters module pupils will be able to...

KS1	LKS2	UKS2
Friendships - Explain what makes a good friend/ friendship. - Talk about some ways to make friends. - Explain basic techniques for resisting pressure. - Recognise kind and unkind behaviour. - Name the special people in their lives. - Resolve conflict in simple ways e.g. choosing to share, take turns, etc. - Tell someone if you are worried about something in a relationship/family.	Friendships - Identify what makes a positive healthy or unhealthy friendship. - Identifying strategies to build friendships. - Understand the difference between persuasion, influence and pressure. - Explain how kindness can support wellbeing. - Recognise there are different types of relationships. - Explain what can cause arguments with friends and describe some ways to resolve them. - Recognise the importance of asking for help if we feel worried, lonely or excluded.	Friendships - Reflect on what the qualities of a good friendship/relationship are and are not. - Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval. - Explore what a loving caring relationship means. - Understand what marriage and civil partnership means. - Understand that forced marriage is a crime. - Use strategies to positively resolve disputes and reconcile differences in friendships. - Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options.
Families - Talk about some ways that their family is the same or different to others. - Describe some things they enjoy doing with their family and how it makes them feel.	Families - Recognise that there are different types of family structures. - Explain what it means to be part of a family.	Families - Explore and respect that there are different family structures in society. - Reflect on how being part of a family provides stability and love.

Money Matters Progression Table - Through the module Money Matters pupils will be able to ...

KS1	LKS2	UKS2
Economic Wellbeing - Understand what money is and its different forms. - Describe some ways money can be looked after. - Recognise that people make different choices about how to spend/save money. - Talk about some things we all need and some things we want but don't need.	Economic Wellbeing - Explain some different ways to pay for things. - Explain some different ways to keep track of money. - Identify that people have different attitudes towards saving/spending. - Recognise that people make spending decisions based on needs, wants and priorities. - Identifying the ways that money can impact on people's feelings. - Recognise that people's spending decisions can affect others and the environment.	Economic Wellbeing - Understand what a bank account is and how this is linked to payment. - Understand the risks associated with money and ways of keeping money safe. - Identify the risks involved in gambling activities. - Explain some ways to get help if they are concerned about gambling or other financial risks. - Reflect on the role that money plays in people's lives, attitudes towards it and what influences decisions about spending and saving. - Identify the impact that having or not having money can have on a person's wellbeing. - Explain some ways that money can be distributed to benefit the community.
Work, Aspirations and Careers - Know that everyone has different strengths and talents, in and out of school. - Name some different jobs that people do.	Work, Aspirations and Careers - Recognise positive things about themselves and their achievements. - Identify some of the skills that may help them in their future careers.	Work, Aspirations and Careers - Identify how skills can help them with their future career. - Identify jobs that they might like to do in the future. - Discuss their views on how or why someone may or may not choose a certain career. - Recognise a variety of routes into careers. - Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations.