

School:	Chirton Primary School
Adopted by Local Governing Body:	September 2026
Last Amended:	September 2026 in line with new DfE Guidance
For Review:	September 2027

Relationships and Sex Education (RSE) Policy



'Loving our neighbours as ourselves'
Luke 10:27

EQUA Mead Learning Trust understands its responsibility to deliver a high-quality, age appropriate and evidence-based relationships and sex education which prepares children for each stage of their lives. This policy sets out the framework for the relationships and sex curriculum, providing clarity on how it is informed, organised and delivered at Chirton Primary School. It also explains the ways in which the school's provision for Relationships and Sex Education supports pupils through their spiritual, moral, social, emotional and physical development.

Chirton C of E Primary School is committed to creating an environment where everyone is treated with dignity and respect. Our aims are achieved through the consistent implementation of this policy and ensuring that children in school are respectful of each other and feel safe.

1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of 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
- Help pupils to understand the risks of social media, online gaming and scams
- Support pupils to understand boundaries, individual rights and how to recognise and report abuse

2. Statutory Requirements

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

We don't 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 would include the elements of sex education contained in the science curriculum. In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

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

We teach RSE as set out in this policy.

This policy has been written in accordance with the statutory guidance document 'Relationships Education, Relationships and Sex education (RSE) and Health Education Guidance' (DfE, July 2025).

Department for Education guidance states that primary schools must teach Relationships and Health Education. The recommendation is that all primary schools should have a sex education programme, tailored to the age and physical and emotional maturity of the pupils. Within our non-statutory sex education that takes places in Yr5/6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt through our PSHE programme and Science curriculum, it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

3. Policy Development

This policy has been developed in consultation with staff 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 give feedback about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human lifecycle as set out in the national curriculum for science. For the purposes of this policy, we

specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education. RSE is not about the promotion of sexual activity.

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 variety of sharing information, and exploring issues and values.

5. Curriculum

Our curriculum is set out as per Appendix 1 but may be adapted for classes, groups or individuals as appropriate or 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 do not seek answers online.

Relationships Education/RSE is delivered as part of our PSHE programme. Through this, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our provision intends to help young people develop confidence in talking about and considering relationships that we all have.

Relationships Education/RSE is taught gradually across key stages so that learning builds year by year in a way that is appropriate to pupils' age and maturity. This approach responds to the pupils' needs and supports them to manage the opportunities and challenges they may face as they grow up.

At Chirton Primary School, we use the Kapow Primary RSE/PSHE scheme of work as the basis for our PSHE and Relationships Education/RSE provision.

Our Relationships Education/RSE provision is mapped to the statutory requirements for Relationships Education and Health Education. Related content is also taught through other curriculum subjects, such as religious education and science. Pupils also explore related themes through assemblies, whole school projects and events, where appropriate. Relationships Education/RSE is delivered through timetabled curriculum lessons as part of our PSHE and RSE curriculum. Related statutory elements are also delivered through science, in line with the National curriculum. As part of our PSHE and RSE curriculum, we cover a range of topics and learning outcomes that support Relationships Education/RSE across the school.

6. Delivery of RSE

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

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

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

(For more information about our RSE curriculum, see Appendix 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, LGBTQ+ 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).

We acknowledge different ethnic, religious and cultural attitudes to puberty, relationships and sex and will consult pupils and parents as appropriate to ensure we are promoting respect for, and understanding of different ethnic and cultural groups.

It is the responsibility of staff to ensure that all teaching methods and resources are reflective of the need, understanding and ability of the pupils in their class including those with SEND.

The teacher will answer any questions raised by the children during sessions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedure.

7.Inclusivity

We 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, making sure that we support all SEN children to access the curriculum. We will think about how our children will learn best by considering for example:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions with trusted adults
 - Digital formats
 - Widgits (visual aids) to support with language and understanding

We will give a careful consideration to the level of differentiation needed and differentiate to meet the needs of all children.

8.Roles and Responsibilities

8.1 The Local Governing Body

The local governing body will approve the RSE policy, and hold the head teacher to account for its implementation.

8.2 The Headteacher

The head teacher is responsible for ensuring the RSE is taught consistently across the school.

8.3 Staff

All staff are responsible for:

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

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

Name of staff teaching RSE	Role
Mrs A Bekker Wrench/ Mrs E Camacho	PSHE/ RSE support across the school
Miss S Wootton	Class teacher (upper ks2)
Miss R Sibun	Class teacher (lower ks2)
Mrs Badham	Class teacher (ks1) and PSHE lead
Mrs Sealy	Class teacher (ks1)

8.4 Pupils

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

9. Parents' Right to Withdraw

The statutory guidance for Relationships Education and Health Education came into effect in all primary schools from 2020, including academies, free schools and independent schools.

In primary education from September 2020:

- Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).
- Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education)
- Head teachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum. The headteacher will discuss with the parents the benefits of receiving this important education and any detriment effects that withdrawal might have on their child. The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents will be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to ask questions about our school approach will be provided to increase confidence in the curriculum. Curriculum materials will be made available to parents upon request.

10. Training

Staff are trained in the delivery of RSE as part of their induction and it is included within our continuing professional development calendar.

The head teacher 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 or to support pupils and families as appropriate.

11. Monitoring Arrangements

The delivery of RSE is monitored by the head teacher and subject leaders through learning walks and pupil voice.

Pupils' development in RSE is monitored by class teachers.

Linked Policies

Health & Safety

Child Protection

Safeguarding

Equality Statement

This policy will be reviewed in accordance with the Governors' Annual Policy Review Cycle.

Appendix 1: Curriculum Overview

Overview (All year groups)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1/2	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?
Year 3/4	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What careers do people choose and why?	Staying safe: What signs help me recognise what is safe or unsafe?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?
Year 5/6	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we be in control of our money?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Staying safe: How can I stay safe as I grow up?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1/2	My healthy self: How can we look after our emotions?	Citizenship: How can I help others and the environment?	Citizenship: How do people belong to a community and earn money?	My healthy self: How can we look after our bodies?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3/4	My healthy self: How can I take care of my mind and body?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	My healthy self: How can I make healthy choices?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?
Year 5/6	My healthy self: How can I support	Citizenship: How can we make a difference in our	Growing up: How can I manage the changes to my	My healthy self: How do my choices today	Citizenship: How can we protect everyone's rights?	Sex education: How do people

	my mind and body as I grow?	communities and beyond?	body and emotions as I grow up?	shape my future health?		become parents and carers?
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EYFS

Unit 1	<u>Self-regulation: My feelings</u> 6 lessons Recognising and describing different feelings, and learning strategies to regulate and feel calm.	Unit 2	<u>Building relationships: Special relationships</u> 0 lessons Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.
Unit 3	<u>Managing self: Taking on challenges</u> 6 lessons Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.	Unit 4	<u>Self-regulation: Listening and following instructions</u> 6 lessons Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.
Unit 5	<u>Building relationships: My family and friends</u> 6 lessons	Unit 6	<u>Managing self: My wellbeing</u> 6 lessons Identifying why exercise is important for physical and mental health, the children discuss ways to

	Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.		take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.
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Year
1/2

Unit 1	<u>Connecting with others: How can I help myself and others feel happy and safe?</u> 6 lessons Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.	Unit 2	<u>The online world: How do we spend time online?</u> 6 lessons Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.
Unit 3	<u>Health protection: How can I protect myself and others in daily life?</u> 6 lessons Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise	Unit 4	<u>Staying safe: How can I stay safe?</u> 6 lessons Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal

	ways to reduce the risk of illness and learn when and how to seek help in an emergency.		a problem and learn how to seek help from a trusted adult when needed.
Unit 5	<u>Connecting with others: How can I build safe, kind and caring relationships with others?</u> 6 lessons Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.	Unit 6	<u>The online world: How can we stay safe online?</u> 6 lessons Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help.

Year
3/4

Unit 1	<u>Connecting with others: What helps us feel safe and included?</u> 6 lessons Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and	Unit 2	<u>The online world: How should we communicate online?</u> 6 lessons Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their
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	identify different types of bullying and how to respond to them.		understanding to communicate safely and respectfully online.
Unit 3	<u>Citizenship: What careers do people choose and why?</u> 10 lessons Learning about the world of work by exploring different jobs and career routes, what can influence career choices and how strengths and skills can be useful across different roles. Pupils develop an understanding of gender stereotypes and how they can be challenged, while considering why people may change careers and how existing skills and experience can support new opportunities.	Unit 4	<u>Staying safe: What signs help me recognise what is safe or unsafe?</u> 6 lessons Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.
Unit 5	<u>Connecting with others: How can we respect each other?</u> 6 lessons Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.	Unit 6	<u>The online world: How can we decide what to trust online?</u> 6 lessons Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.

Unit 1	<u>Connecting with others: Why are healthy relationships important?</u> 6 lessons Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.	Unit 2	<u>The online world: How am I influenced by what I see online?</u> 6 lessons Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.
Unit 3	<u>Citizenship: How can we be in control of our money?</u> 0 lessons	Unit 4	<u>Connecting with others: What does it mean to stand up for myself and others?</u> 6 lessons Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.
Unit 5	<u>The online world: How do I feel about the things I see online?</u>	Unit 6	<u>Staying safe: How can I stay safe as I grow up?</u>

	6 lessons Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour.		6 lessons Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.
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EYFS

Unit 1	<u>Self-regulation: My feelings</u> 6 lessons Recognising and describing different feelings, and learning strategies to regulate and feel calm.	Unit 2	<u>Building relationships: Special relationships</u> 0 lessons Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.
Unit 3	<u>Managing self: Taking on challenges</u> 6 lessons Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.	Unit 4	<u>Self-regulation: Listening and following instructions</u> 6 lessons Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore

			how information can change as it is passed from person to person and how rumours spread.
Unit 5	<u>Building relationships: My family and friends</u> 6 lessons Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.	Unit 6	<u>Managing self: My wellbeing</u> 6 lessons Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.

Year
1/2

Unit 1	<u>My healthy self: How can we look after our emotions?</u> 6 lessons Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.	Unit 2	<u>Citizenship: How can I help others and the environment?</u> 6 lessons Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.
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Unit 3	<u>Citizenship: How do people belong to a community and earn money?</u> 6 lessons Exploring communities, belonging and money through learning about the groups people belong to, the jobs people do and where money comes from.	Unit 4	<u>My healthy self: How can we look after our bodies?</u> 6 lessons Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.
Unit 5	<u>Growing up: How can we look after and respect our bodies as we grow?</u> 6 lessons Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.	Unit 6	<u>Staying safe: How can I make safe choices in different places?</u> 6 lessons Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult.

Unit 1	<u>Connecting with others: What helps us feel safe and included?</u> 6 lessons Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.	Unit 2	<u>The online world: How should we communicate online?</u> 6 lessons Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.
Unit 3	<u>Citizenship: What careers do people choose and why?</u> 0 lessons Learning about the world of work by exploring different jobs and career routes, what can influence career choices and how strengths and skills can be useful across different roles. Pupils develop an understanding of gender stereotypes and how they can be challenged, while considering why people may change careers and how existing skills and experience can support new opportunities.	Unit 4	<u>Staying safe: What signs help me recognise what is safe or unsafe?</u> 6 lessons Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.
Unit 5	<u>Connecting with others: How can we respect each other?</u> 6 lessons Examining respectful and disrespectful behaviour by considering how actions and expectations can	Unit 6	<u>The online world: How can we decide what to trust online?</u> 6 lessons Developing critical thinking skills through exploring how information is found, shared and presented

	vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.		online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.
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Year
5/6

Unit 1	<u>Connecting with others: Why are healthy relationships important?</u> 6 lessons Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.	Unit 2	<u>The online world: How am I influenced by what I see online?</u> 6 lessons Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.
Unit 3	<u>Citizenship: How can we be in control of our money?</u> 0 lessons	Unit 4	<u>Connecting with others: What does it mean to stand up for myself and others?</u>

			6 lessons Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.
Unit 5	<u>The online world: How do I feel about the things I see online?</u> 6 lessons Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour.	Unit 6	<u>Staying safe: How can I stay safe as I grow up?</u> 6 lessons Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.

Year
3/4

Unit 1	<u>My healthy self: How can I take care of my mind and body?</u> 6 lessons	Unit 2	<u>Citizenship: What rights and responsibilities do we have?</u> 6 lessons
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	Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.		Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.
Unit 3	<u>Health protection: How can we prevent illness and injury and respond if they happen?</u> 6 lessons Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999.	Unit 4	<u>My healthy self: How can I make healthy choices?</u> 6 lessons Understanding how healthy choices, including exercise, nutrition and hydration, support physical and mental wellbeing. Pupils identify strategies for developing a growth mindset and consider how kindness and helping others can positively affect their own wellbeing and that of others.
Unit 5	<u>Citizenship: How can I spend money responsibly?</u> 6 lessons Learning about managing money by examining the different ways people pay for things, including cash and bank cards. Pupils develop an understanding of budgeting, value for money and responsible financial decision-making, while considering how money can influence people's feelings and choices.	Unit 6	<u>Growing up: How will my body and emotions change as I grow up?</u> 6 lessons Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.

Unit 1	<u>My healthy self: How can I support my mind and body as I grow?</u> 6 lessons Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.	Unit 2	<u>Citizenship: How can we make a difference in our communities and beyond?</u> 6 lessons Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.
Unit 3	<u>Growing up: How can I manage the changes to my body and emotions as I grow up?</u> 6 lessons Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.	Unit 4	<u>My healthy self: How do my choices today shape my future health?</u> 6 lessons Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.

Unit 5	<u>Citizenship: How can we protect everyone's rights?</u> 0 lessons Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.	Unit 6	<u>Sex education: How do people become parents and carers?</u> 6 lessons Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up 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
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive
Online relationships	• The importance of permission-seeking and giving in relationships with friends, peers and adults • 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 • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

Being safe

- 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