



Kensington Avenue Primary School

Relationship and Sex Education Policy (RSE)

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Contents

1. Aims	2
2. Statutory requirements	3
3. Definition	3
4. Curriculum.....	4
5. Delivery of RSE	9
6. Roles and responsibilities	10
7. Parents' right to withdraw	12
8. Confidentiality	12
9. Equalities and Diversity	13
10. Training	13
11. Monitoring arrangements	13
The delivery of RSE is monitored by the Senior Leadership Team and the PSHE co-ordinator through, for example, planning scrutinies, learning walks and lesson observations	13
Appendix 1: Progression of skills and knowledge Document.....	15
Appendix 2: Parent form: withdrawal from sex education within RSE	43

1. Aims

The aim of RSE is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to help them to make positive decisions about their health related behaviour. Our RSE policy has the following aims:

- To provide knowledge and information to which all pupils are entitled
- Provide a framework in which sensitive discussions can take place
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To provide the confidence to be participating members of society and to value themselves and others
- To help pupils develop skills and make the most of their abilities
- To prepare pupils for puberty and encourage them to take responsibility for their own actions
- To give them an understanding of reproduction and sexual development
- To give them an understanding of the importance of health and hygiene
- To develop and use communication and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To help pupils, parents and carers learn how to gain access to information and support

2. Statutory requirements

As Multi-Academy Trust, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019).

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...”

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.”

Should you like to see the guidance from the government please visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

3. 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 life cycle 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.

4. Curriculum

The teaching of Relationship and Sex Education at Kensington Avenue, using an integrated and consistent approach, is an important aspect of pupils' education. Relationship and Sex Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Relationship and Sex Education should be shared with parents and be mutually supportive and complimentary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

4.1 Statutory RSE Curriculum Content

Our RSE curriculum is embedded within our PSHE curriculum (Knowledge and skills) and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum 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 age appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum in Primary School are outlined below:

Families and people who care for me

Children should know:

- 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

Children should know:

- 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 physically or verbally aggressive behaviour 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

Children should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.

- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and granting in relationships with friends, peers and adults.

Online relationships

Children should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Children should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and consent 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 and others.
- 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.

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).

4.2 Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions

- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

4.3 Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Years 4, 5 and 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they

grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

Please see Appendix 1 for more information on our PSHE and RSE curriculum.

5. 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) with children reflecting on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Economic (PSHE) Education and citizenship. Aspects are also taught within PE which we believe contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

RSE is normally delivered by class teachers in mixed gender classes other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school.

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEND staff. Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

6.3 All Staff

All staff are responsible for:

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

Class teachers are responsible for teaching RSE at Kensington Avenue Primary School.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

6.4 Pupils

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

6.4 Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RSE policy and practice; this includes informing parents by year group newsletter before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- Keep a register of any pupils who are removed from lessons and distributed to all teachers involved.

7. Parents' right to withdraw

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory components of sex education within RSE.
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher (See Appendix 2 for request form.). Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

8. Confidentiality

Teachers conduct RSE lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the Headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

9. Equalities and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

10. Training

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

Visitors from outside the school will also be invited, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team and the PSHE co-ordinator through, for example, planning scrutinies, learning walks and lesson observations

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

This policy will be reviewed by the Assistant Head for Inclusion/ PSHE Co-ordinator every two years. At every review, the policy will be approved by the governing board.

Appendix 1: **PSHE knowledge progression and skills map**

EYFS (Nursery and Reception): PSHE knowledge progression map

Unit	Knowledge and understanding	Vocabulary
Relationships	Nursery <ul style="list-style-type: none"> Support children in developing positive relationships by challenging negative comments and actions towards peers or adults Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared and worried Support children who have not made friends yet 	Sad, happy, cross lonely, scared, worried, consent, private, trust, boundaries.
	Reception <ul style="list-style-type: none"> Support children in linking openly and confidently with others- how we can share information and strategies to seek help or check information How to initiate a conversation with a peer or adult and strategies for doing this Model being a considerate and responsive partner in interactions- the importance of being considerate and responsive Importance of listening carefully and how to listen carefully. Importance of explaining their actions clearly and how to do this. Provide opportunities for adults and children to listen to each other and explain their actions That sometimes people feel things that are different to them. It is important that we show care and sensitivity to others feelings and needs Why playing co-operatively is important and how it makes their play better. Strategies to play co-operatively e.g. turn taking, listening to other All families are different- discuss the different types of families and family members and that different people live with them or be part of their family Family and friends should care for each other and keep each other safe. How they can do this What friendship is. Friendships can make us feel happy. How we can make new friends feel welcome Sometimes friends can have disagreements and argue. Arguing with friends and then making up can make friendships stronger. That resorting to violence is never right 	Listening, considerate, carefully, care, consent, private, trust, boundaries family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, sorry, forgiveness, argue, making up, friendship, disagreements
Self-confidence and self-awareness (Health and wellbeing)	Nursery <ul style="list-style-type: none"> Encourage children to see adults as a resource and as partners in their learning. Discuss how to ask questions when they don't understand or need support Discuss children's home and community and discuss how we can share this information with each other effectively 	Questions, praise, job, help, proud, care

	<ul style="list-style-type: none"> • Teach children to use and care for materials, support them when selecting and using resources and then trust them to do so independently. • Offer extra support to children in new situations. • Praise is when someone tells you they like something about your behaviour. Praise is a good thing and something to be proud of • A responsibility is an important job you are asked to do 	
	<p>Reception</p> <ul style="list-style-type: none"> • Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things. • If we need help with something, we need to ask. Discuss ways we can ask for help politely. Offer help with activities when asked but not before. • Sometimes people can be kind but sometimes they can be unkind. Intervene when children need help with difficult situations, e.g. is experiencing prejudice or unkindness. • Everyone has different needs, wants, interests and opinions- it is a good thing to share yours with others. Strategies to share these • We are all good at different things. Encourage children to discuss what they are good at and why they are good at it • We all like some things more than others- explain to children that this is natural and encourage them to explain their choices. • Encourage children to try new activities, explain they need different resources for different activities and support where needed • Recognising and enjoying children's success with them helps them to feel confident. • Support and encourage children to feel good about their own success, rather than relying on a judgement from you such as wanting a sticker. • Discussing routines and patterns of a typical day e.g. bedtime, breakfast, playtime etc • Why it is important to keep clean. Some basic hygiene routines e.g. brushing teeth, having a bath/shower 	<p>Questions, kind, unkind, help, Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, routines</p>
<p>Managing feelings and behaviour</p>	<p>Nursery</p> <ul style="list-style-type: none"> • Name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable, including feeling angry, but that not all behaviours are. • Model how you label and manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...' • Ask children for their ideas on what might make people feel better when they are sad or cross. • Demonstrate concern and respect for others, living things and the environment. • Establish and set out routines with predictable sequences and events. • Prepare children for changes that may occur in the routine. 	<p>Feelings, happy, excited, sad, worried, cross, upset, respect, rules</p>

	<ul style="list-style-type: none"> Model and involve children in finding solutions to problems and conflicts. Collaborate with children in creating explicit rules for the care of the environment. 	
	Reception <ul style="list-style-type: none"> There are a range of feelings and it is important to talk about how we are feeling Rules are there to keep us safe. If they follow the rules, they will be praised and feel happy. If they don't, they may be making themselves and others unsafe- there will be a consequence for not following the rules Sometimes we work on our own but quite often we will need to work as part of a group or the class. Discuss how they can work successfully as part of a group Talk about fair and unfair situations, children's feelings about fairness, and how we can make things fair. Model being fair, e.g. when choosing children for special jobs. Allowing children see that injustices are addressed and resolved. Affirm and praise positive behaviour, explaining that it makes children and adults feel happier. We don't always think the same thing all of the time and have different viewpoints. Encourage children to think about issues from the viewpoint of others. Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve. Make time to listen to children respectfully and kindly, and explain to all the children why this is important. Discuss how we can all do this effectively 	Fair, unfair, feelings, happy, excited, sad, worried, cross, upset, respect, praise, group, happy, safe, unsafe, listening, behaviour, rules

EYFS (Nursery and Reception: PSHE skills progression map

Breakdown of skills		
Relationships	Self-confidence and self-awareness (Health and Wellbeing)	Managing feelings and behaviour
Nursery Playing in a group and being able to extend and elaborate ideas e.g. role play Initiating play and offers cues for others to join in Responds to what others are saying or doing to keep play going	Nursery Selecting and using activities and resources with help. Welcoming and valuing praise for what they have done. Enjoying responsibility of carrying out small tasks.	Nursery Awareness of own feelings, and knowing that some actions and words can hurt others' feelings. Speaking about their own feelings Beginning to accept the needs of others and can take turns and share resources, sometimes with support from others.

<p>Demonstrates friendly behaviour by initiating conversations</p> <p>Forms good relationships with peers and adults</p> <p>Understanding consent</p>	<p>Becoming more outgoing towards unfamiliar people</p> <p>Showing confidence in new social situations.</p> <p>Confidence to talk to other children when playing, and communicates freely about own home and community.</p> <p>Showing confidence in asking adults for help.</p>	<p>Showing respect for others and things</p> <p>Suggest ways to make others feel better</p> <p>Tolerating delay when needs are not immediately met, and understanding wishes may not always be met.</p> <p>Adapting behaviour to different events, social situations and changes in routine.</p> <p>Understanding of rules and routines</p> <p>Finding solutions to conflicts and problems with support</p>
<p>Reception</p> <p><i>Playing co-operatively, taking turns</i></p> <p><i>Taking into account others ideas</i></p> <p><i>Showing sensitivity to others needs and feelings</i></p> <p><i>Forming positive relationships with peers and adults</i></p> <p>Initiating conversations with both peers and adults</p> <p>Explaining own knowledge and understanding</p> <p>Asking questions to aid understanding</p> <p><i>Recognising that all families are different</i></p>	<p>Reception</p> <p><i>Confidence to try new activities</i></p> <p><i>Explain why they like some activities more than others</i></p> <p><i>Confidence to speak in a familiar group- share their ideas</i></p> <p><i>Choosing resources they need for chosen activities</i></p> <p><i>Saying when they do or don't need help</i></p> <p>Confidence to speak to others about own needs, wants, interests and opinions</p> <p>Describing themselves positively and talking about their abilities</p>	<p>Reception</p> <p><i>Name and identify some feelings</i></p> <p><i>Explain how they are feeling and why</i></p> <p><i>Talking about their own and others' behaviour, and its consequences, and knowing that some behaviour is unacceptable.</i></p> <p><i>Working as part of a group or class, and understanding and following the rules.</i></p> <p><i>They adjust their behaviour to different situations, and take changes of routine in their stride.</i></p> <p>Understanding what fair and unfair means</p> <p>Being fair to others e.g. when playing</p>

<p>Understanding that family and friends should care for each other</p> <p>Explain what friendship is</p> <p>Recognise the friendships can make us feel happy</p> <p>Knowing some ways that they can make new friends feel welcome</p> <p>Recognise the importance of saying sorry and Forgiveness</p> <p>Understanding consent</p>	<p>Considering and explaining the routines and patterns of a typical day</p> <p>Understanding why hygiene is important</p> <p>Knowing that it is important to keep clean.</p> <p>Recognising some feelings</p> <p>Appreciating and explaining that I am unique</p>	<p>Explaining what they think is unfair</p> <p>Understanding that people think differently to them and may feel different</p> <p>Understanding that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Awareness of the boundaries set, and of behavioural expectations</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>
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(Early Learning Goals in italics, Relationship Education in blue)

Year 1: PSHE knowledge progression map

Unit	Knowledge and understanding	Vocabulary
Relationships	<ul style="list-style-type: none"> Understanding of how to interact with others effectively. Try to keep calm and consider other people's points of view. Respond by discussing the problems and seek help from a trusted adult if unable to solve them. Teasing is laughing at someone or saying unkind things about them. This can be either as a joke or deliberately to upset them. Bullying is hurting or frightening someone over a period of time and perhaps forcing them to do something they do not want to do. Teasing and bullying are unacceptable ways to behave as they upset other people. People's feelings can be hurt by others saying unkind things. It is important to talk to a trusted adult if they have been hurt, either physically or emotionally Trusted adults look after children and keep them safe. To help them do this, it is important for children to listen to advice and do what they are asked. Children also need to tell trusted adults if they feel worried or scared about anything so that help can be given. Identifying and respecting differences and similarities between people. Understanding of what friendship is. Special people include anyone important in a person's life. It could be parents, 	<p>Feelings, friend, healthy, special, similar, different, family, friendships, respect consent, private, trust, boundaries.</p>

	<p>grandparents, brothers, sisters, friends or teachers. People can be special and have a special place in someone's life for many different reasons. Special people should be treated with love and respect.</p> <ul style="list-style-type: none"> Knowing that different types of families exist and to know where to go to for help. 	
Health and wellbeing	<ul style="list-style-type: none"> A healthy lifestyle includes eating a healthy, balanced diet with plenty of fresh fruit and vegetables, drinking water, doing plenty of exercise, keeping good hygiene and getting plenty of sleep. Some everyday products in our homes can be harmful if not used properly. These include medicines, cleaning products, such as bleach and washing powder, insecticides and pesticides. It is important not to touch these products and only use them under adult supervision when necessary. How diseases spread and how they can be controlled How to make simple choices to improve health and wellbeing. Personal hygiene is important to prevent germs from getting into the body and causing illness. People grow from being babies to toddlers, then children, adolescents, adults and elderly people. As people grow older, they have more responsibilities, such as having a job, buying a house, looking after children and elderly parents. Name the main parts of the body- the similarities and differences between boys and girls Private things are things that you don't have to tell anyone else. A person may have private thoughts or opinions or a private place they like to go. Everyone has the right to privacy, which should be respected by others. A surprise is something unexpected. This might be a nice surprise, like a birthday party or a present, or not a nice surprise, like falling over in the playground. A secret is something private to the individual. However, if the secret makes them feel sad or scared, they should share it with a trusted adult. Change is a natural part of life. Changes include family changes, such as moving house or a new baby arriving. People suffer losses, such as friends leaving, toys going missing and pets dying. People's bodies can be hurt in some everyday activities. It is important to follow safety procedures and have adult supervision where there may be dangers, such as crossing a road or near water. Good feelings can be described as happy, glad, joyful, loved, cheerful and content. Not so good feelings may be sad, upset, miserable, scared, frightened, worried, tired and angry. 	<p>Change, loss, healthy, lifestyle, pride/proud, goals, feelings, positive, safe</p> <p>Clean, personal hygiene, privacy growing, boy, girl, male, female, private parts, penis, vagina</p>

	<p>It is important to be able to express feelings to others, understand that feelings are normal and work out strategies for managing them.</p> <ul style="list-style-type: none"> Strengths are things we are good at, such as football, art or dancing. Goals are things we are aiming to achieve, such as joining a football team, learning a new painting technique or performing in a show. Understanding of the feeling of pride How to set simple but challenging goals. 	
Living in the Wider World (Active Citizenship)	<ul style="list-style-type: none"> Understanding of why we have rules and how they help Understanding the meaning of like/dislike, fair/unfair, right/wrong Understanding the meaning of choices-right and wrong choices It is important to get along with other people. Listening to other people's points of view and compromising are essential skills in working and playing cooperatively Rights are things to which all people are entitled. These include the right to life, food, water, housing, protection and sharing our opinions. We are all responsible for protecting these rights. The local environment can be improved by people looking after it but it can also be harmed Media is any way of getting news. It can include newspapers, the internet, magazines, television or radio. Unique means being the only one existing of its type. There are many differences between people, such as appearance, thoughts, feelings, family and friends. Understanding that they belong to various groups/communities. E.g. Family, School, Religion and why these make them special. 	Rules, like/dislike, fair/unfair, right/wrong, feelings, respect, environment, opinion

Year 1: PSHE skills progression map

Breakdown of skills		
Relationships	Health and Wellbeing	Active Citizenship
Listen to others and to play and work co-operatively	Explain what a healthy lifestyle is	Help construct, agree and follow rules for the class
Act in a way that is respectful to others	Identify everyday products in our homes can be harmful if not used properly. To know it is important not to touch these products and only use them under adult supervision when necessary.	Recognise what they like/dislike, fair/unfair, right/wrong
Respect other people's feelings and bodies and act accordingly	Explain how they can keep themselves healthy e.g. diet, exercise, sleep	Explain what they like/dislike, what they think is fair/unfair and what they think is right/wrong
Identify trusted adults and listen to advice. Tell trusted adults if they feel worried or scared about anything so that help can be given.	Explain how diseases spread	Recognise choices-right and wrong choices

<p>Identify special people in their lives and explain why they are special.</p> <p>Explain differences and similarities between people.</p> <p>Show respect of people's similarities and differences</p> <p>Explain what makes a good friend</p> <p>Explain that families are different</p> <p>Explain what makes them unique</p> <p>Show an understanding of where to go to get help with families if they were to ever need it</p> <p>Understanding consent and boundaries</p> <p>Knowing who trusted adults are</p>	<p>Maintain personal hygiene</p> <p>Name the different stages of life e.g. baby, toddler, child, adult</p> <p>Name the main parts of the body-</p> <p>Explain the similarities and differences between boys and girls</p> <p>Identify change and loss and explain the feelings that go with these</p> <p>Explain what a surprise is, explain there are different types of surprises and how each one makes them feel</p> <p>Explain how to keep safe when crossing a road</p> <p>Identify people that keep them safe</p> <p>Recognise and name feelings</p> <p>Show they can deal with different feelings in a positive way.</p> <p>Set simple goals for themselves e.g. New Year's Resolutions</p> <p>Explain what they are proud of.</p> <p>Be reflective- to explain what they are good at and what they want to get better at</p>	<p>Explain right/wrong choices</p> <p>Effectively communicate feelings with others-to share opinions and explain views</p> <p>Take part in one-to-one discussions and whole class (topical debate)</p> <p>Explain what the media is</p> <p>Explain that they belong to various groups/communities. E.g. Family, School, Religion</p> <p>Explain why these groups/communities make them special</p> <p>Explain what improves and harms their local, natural and built environments</p> <p>Explain some of the ways people look after the environment around them.</p>
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Year 2: PSHE knowledge progression map

Unit	Knowledge and understanding	Vocabulary
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Relationships	<ul style="list-style-type: none"> • Behaviour can affect other people in both positive and negative ways. • People's behaviour can affect the rights of others. It is important to always consider the effect of behaviour on others. For example, shouting out in class prevents others from learning. • Effective listening and playing co-operatively is important when building relationships • Sometimes people can be unkind to you and others. It is important to recognise these situations and know how to act in an appropriate way and to tell a trusted adult. • Some types of physical contact are acceptable and comfortable, such as holding a hand to cross a road or a cuddle from a parent or grandparent. Some types of physical contact are unacceptable and can make someone feel uncomfortable. If this happens, it is important to talk about it with a trusted adult. • People's feelings can be hurt by others saying unkind things. It is important to talk to a trusted adult if they have been hurt, either physically or emotionally • Understand of bullying. Teasing and bullying are wrong. Strategies to be taught to deal with teasing and bullying without resorting to violence, such as assertively asking the perpetrators to stop and walking away. If the problems cannot be solved, it is important to speak to a trusted adult. 	bullying, unkind, trusted adult, physical, feelings, emotional, teasing, assertive, consent, private, trust, boundaries.
Health and wellbeing	<ul style="list-style-type: none"> • Maintain a healthy lifestyle, it is important to consistently eat a healthy, balanced diet with plenty of fresh fruit and vegetables, do plenty of exercise, drink enough water, get plenty of sleep and keep good hygiene. • Some diseases are caused by germs spreading from one person to another, such as colds and flu. Germs can spread to other people via surfaces, such as door handles and table tops. To prevent this spread, it is important that hands are always washed before eating and after going to the toilet. • All household products, including medicines, can be harmful if not used properly • There are rules for keeping physically and emotionally safe, including safety online, responsible use of ICT, differences between secrets and surprises, understanding not to keep adults' secrets, road safety, cycle safety and safety in the environment (including rail, water and fire safety). • Loss can result in some negative emotions, including anger, sorrow and guilt. Change can cause mixed emotions, such as excitement, anticipation, anxiety and fear. It is important to recognise that these are normal feelings and talking with friends and family can help. • Introduce the concept of male/female stereotypes • The human body is made up of many different parts. Some of these are the same in boys and girls: head, eyes, ears, nose, mouth, neck, shoulders, arms, hands, chest, tummy, legs, ankles and feet. Some of these are different in boys and girls: boys have testicles and a penis, and girls have a vagina 	Feelings, emotions, pride, goals, medicine, change, loss, independence, secrets/surprises, E-safety, Similar, different, sex (gender), gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina

	<ul style="list-style-type: none"> About growing and changing-new opportunities and responsibilities that increasing independence may bring In different situations, it is important to know the appropriate response. For example, following road safety rules and listening to a trusted adult helps to keep people safe. <i>Secrets do not need to be kept, even if they have promised.</i> Having different feelings is a normal part of life and people react to their feelings in different ways. There are strategies for managing feelings, such as recognising anger as a feeling, taking a deep breath, moving away from the situation and calming down before trying to discuss the cause of feeling angry. Our experiences can teach us how to behave in the future (setting goals). 	
Living in the Wider World (Active Citizenship)	<ul style="list-style-type: none"> Rules are needed to help people live and work together safely and effectively. They should be decided on and agreed to as a group. They involve how people should behave, treat other people, treat other people's possessions and keep themselves and their environment safe and clean. People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships. How to contribute to the life of the class and school. Children belong to several different communities, including class, school, family, sports teams and faith groups. Money plays an important role in people's lives. People earn money by working and spend money on housing, food and entertainment. Most people have a bank account where their money is kept safe Special people who work in the community to help and protect people include police officers, firefighters and healthcare workers. They can be contacted in an emergency by dialling 999 or 112. Some things appear to be unfair, unkind or wrong. It is important to recognise these situations and know how to act in a compassionate way. People have many similarities and differences. These can include family background, school, appearance, community, religious beliefs and life experiences. All people should be treated with kindness, compassion and respect, regardless of differences between them. The media can influence how people feel and behave. For example, a news report about the effect of littering might encourage people to put litter in the bin or recycle. It is important to care for the local, natural and built environment. Some strategies that can be used to care for the environment include recycling, avoiding using disposable products, growing fruit and vegetables, reusing materials, walking or cycling instead of travelling by car, turning off lights when they are not needed and conserving water. 	Rules, like/dislike, fair/unfair, right/wrong, opinions, responsibility, money, community, emergency, similar, different, media, environment

Breakdown of skills		
Relationships	Health and Wellbeing	Active Citizenship
Listening and playing co-operatively	Explain what a healthy lifestyle is and how to maintain it	Help construct, agree and follow rules for the class and understand how they help
Recognising when people are being unkind to you and others- how to respond and who to tell.	To use past experiences to set goals	Understanding that people have different views, feelings and opinions
Respect other people's feelings and bodies and act accordingly	Understand what a disease is and how it can be spread	Taking part in a simple debate about a topical issue.
Explain what bullying is	Maintain personal hygiene	Communicate feelings/opinions with others-to share opinions and explain views
Understanding different types of teasing and bullying. That bullying is wrong and how to get help dealing with bullying.	Understanding that household products, including medicines, can be harmful if not used properly	Explain that money comes from different sources and can be used for different purposes.
Recognising how their behaviour affects others.	Explain how to keep safe online and show responsible use of ICT	Understanding the role money plays in their lives e.g. managing it, keeping it safe, spending it and what influences those choices.
Explaining what physical contact is acceptable and comfortable and types of physical contact that are unacceptable and can make someone feel uncomfortable. To know where to go for help (i.e. trusted adult)	Explain the difference between secrets and surprises and when these should be kept.	Knowing who to contact in an emergency e.g. Police by calling 999
Understanding consent and boundaries	The responsibility of keeping themselves and others safe- e.g. when to say yes, no, I'll ask, I'll tell	Recognising what they like/dislike, what is fair/unfair, what is right/wrong. Knowing how to deal with these situations.
	Knowing rules for and ways of keeping safe including basic road safety and people who help them keep safe.	Recognise choices and the difference between right and wrong
	Recognising, naming and dealing with feelings positively	Recognise that people have many similarities and differences.
	Understand Change and loss and the associated feelings E.g. moving home, losing toys, pets or friends. Knowing where to go for help and support	Showing respect of similarities and differences

	<p>Understand the word stereotype and explain its meaning</p> <p>Name the main parts of the body and the similarities and differences between boys and girls.</p> <p>Understand growing and changing-new opportunities and responsibilities that increasing independence may bring</p>	<p>Showing an understanding of how to contribute to life in the classroom and school.</p> <p>Understand how the media can influence how people feel and behave.</p> <p>Explain how we care for the local, natural and built environment.</p>
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Year 3: PSHE knowledge progression map

Unit	Knowledge and understanding	Vocabulary
Relationships	<ul style="list-style-type: none"> Children can help trusted people (family members, teachers and others in a caring role) to keep them healthy and safe by asking for help, sharing worries, resisting pressure, avoiding unnecessary risks and taking responsibility for their behaviour People may experience positive and negative feelings and it is important to relate appropriately to others' feelings. For example, offering encouragement and advice can be a helpful response if someone is feeling worried. If someone is behaving aggressively because they feel frustrated, offering criticism in an angry tone of voice could cause an argument. People may feel a mixture of emotions about an event or thing and find these opposite emotions hard to manage. For example, they may feel very worried and excited at the same time about trying something new. Finding the reasons behind these conflicting emotions, refraining from acting on impulse and seeking help from friends, family or professionals can help people make good decisions. There are many types of relationship. An acquaintance is someone a person has met but does not know well. A friend is a person that someone knows well and likes but is not usually part of their family. A relative is a person who is a member of someone's family. A family is a group of people who are related to each other, such as a mother, grandfather and child. 	<p>worth, pride, challenges, pressure, peer pressure, feelings, emotions, bullying, relationships, resolve, choices, consent, private, trust, boundaries.</p> <p>Trusted adults, acquaintance, family, fostering, adoption, relationship</p>

	<ul style="list-style-type: none"> There are many ways to resolve differences with others. These include looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. 	
Health and wellbeing	<ul style="list-style-type: none"> Eating a balanced diet has many health benefits. Short-term benefits include maintaining a healthy weight and having more energy. Long-term benefits include living a longer life and reducing the risk of diseases (cancer, diabetes, cardiovascular disease and obesity). A goal is an aim or a purpose that can be worked towards. An achievement is something that has been completed or gained through planning, hard work and challenges, which creates a sense of satisfaction. There are strategies people can use to keep themselves and others physically and emotionally safe. These strategies include dialling 999, blocking users who send unwanted messages online, using pedestrian crossings correctly and sharing worries with a trusted adult or organisation. A habit is something helpful or harmful that a person does regularly. Habits can be difficult to break because they may have advantages, rewards or enjoyable consequences. For example, exercising regularly is helpful and becomes a habit because people enjoy the health benefits. Smoking is a harmful habit that is addictive because cigarettes contain nicotine. Using specific vocabulary (slightly frustrated, completely let down or very isolated) can describe the range and intensity of feelings to others. Life changes may be positive or negative and can affect mental, emotional and physical health in different ways. For example, moving house may cause feelings of anxiety and sleeplessness Positive and negative experiences can help people learn and improve. For example, falling out with friends over the choice of game might teach someone to listen to others and take it in turns in future. Simple routines can contribute to good personal hygiene and reduce the spread of bacteria and viruses. These routines include regularly washing hands, covering your mouth and nose when you sneeze or cough and bathing or showering regularly. Exploring the differences between male and female and to name the body parts. Some information must be kept confidential or secret. For example, it is important not to share personal information online. Some secrets need to be shared with a trusted adult if they make the person feel uncomfortable, anxious or afraid. 	E-safety, wellbeing, drugs, medicine, healthy lifestyle, balanced diet, bacteria, viruses, consequences, goal, physically, emotionally, habit, confidential, Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb,
Living in the Wider World (Active Citizenship)	<ul style="list-style-type: none"> Why and how rules and laws are made and enforced. Why rules need to suit a situation- how to help make/change rules An identity is who a person is or their qualities. A national identity means belonging to a nation 	Opinions, rules, laws, identity, responsibilities, rights, Human Rights,

	<p>or country, such as being English or Indian. A regional identity means belonging to a part of a country, such as being from South Yorkshire in England or being from Kenya in Eastern Africa. A religious identity means belonging to a religion, such as Buddhism or Islam. An ethnic identity is a sense of belonging based on a person's cultural heritage, traditions, language and ancestry, such as indigenous peoples (people who were the original settlers of a place).</p> <ul style="list-style-type: none"> • A person has responsibilities (jobs or duties) and rights (entitlements that everyone has) at home, at school, in the community and towards the environment. • Human rights are entitlements that belong to everybody. They include the right to have and express an opinion, to an education, to a private and family life, to vote and not to be mistreated or wrongly punished. • Enterprise education- giving children the opportunity to practise using the skills and qualities that are needed when running a business. These skills and qualities include creativity, decision-making, initiative, managing risk, problem-solving, positive attitude, independence, communication and cooperation. • Media- Adverts attempt to make people buy products by influencing their views, feelings and behaviour. Words, images, music, design, slogans and promises are devices that are used in advertising to influence people. • There are many factors that can affect people's access to resources (wealth, age, disabilities, education, ethnicity, gender and geographic location). There are services available to help people that struggle to access resources. 	<p>enterprise, media, influence occupation, saving, differences/similarities, resources</p>
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Year 3: PSHE skills progression map

Breakdown of skills		
Relationships	Health and Wellbeing	Active Citizenship
Show care about others feelings and see things from their point of view.	Understand healthy lifestyle benefits, healthy eating etc- what keeps them healthy	To help construct, agree and follow rules for the class
Understand that people may feel a mixture of emotions about an event or thing and find these opposite emotions hard to manage.	Recognise short term and long term benefits of being healthy	Understand human rights are entitlements that belong to everybody.
Understand how actions affect themselves/others. (Including bullying, teasing and aggressive behaviours)	Recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.	Effectively express opinions. Talk and write about their opinions, explain their views re issues that affect them/society.

<p>Knowing where to go for support with emotions Recognising that people experience conflicting emotions that they might need to acknowledge, act on or overcome</p> <p>Judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>Learn ways of dealing with pressure from other people</p> <p>Recognise peer pressure and use basic techniques to resist pressure.</p> <p>Awareness of different types of relationships e.g.- friendship, family</p> <p>Knowing where individuals, families and groups can get help.</p> <p>Understanding consent and boundaries. Develop the skills to have effective relationships.</p> <p>Demonstrate ways to resolve differences</p>	<p>Recognise their worth as an individual by identifying positive things and achievements (pride) and by beginning to identify an area that needs to be strengthened.</p> <p>Explaining why males and females are different and naming male and female body parts</p> <p>Understanding that bacteria and viruses can affect health- following simple routines to reduce spreading of these.</p> <p>Recall rules for keeping physically and emotionally safe</p> <p>Show an understanding of E-safety and use ICT responsibly</p> <p>Understand different reasons why people use or choose not to use social drugs.</p> <p>Knowing that there are alternatives to taking medicines</p> <p>Explain the term 'habit' and understand why habits are hard to change</p> <p>Use specific/appropriate vocabulary to describe the range and intensity of feelings to others.</p> <p>Discuss how life changes can positively and negatively affect people mentally, emotionally and physically</p> <p>Learning from positive and negative experiences and modifying behaviour accordingly</p>	<p>Demonstrate the skills needed to succeed in Enterprise Education.</p> <p>Explaining how to look after money- understanding and value of saving and the reasons why people save</p> <p>Identify a range of jobs carried out by people they know.</p> <p>Identify the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>Reflect on spiritual, moral, social, cultural issues. Begin to use imagination to understand other people's experiences.</p> <p>Recognise that they have different rights and responsibilities at home, at school, in the community and towards the local environment</p> <p>Develop the skills to contribute in the future.</p> <p>Exploring how the media presents information- how it can influence views, feelings and behaviour</p> <p>Explain why people in different countries do not have access to the same resources, and how people with few resources are helped</p>
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	Making informed choices- including recognising that all choices have positive, neutral and negative consequences	
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Year 4: PSHE knowledge progression map

Unit	Knowledge and understanding	Vocabulary
Relationships	<ul style="list-style-type: none"> Being assertive is a core communication skill. Being assertive means that you express yourself effectively and stand up for your point of view, while also respecting the rights and beliefs of others. We will sometimes have to be assertive. It is important to know when to be assertive and how to be assertive (assertiveness skills). We will feel a range of emotions- both positive and negative in different situations. It is important that we recognise these emotions and communicate them in a productive way What is risk? To know that they may be pressured in an unacceptable/risky way by people they know. How to resist pressure and ask for help from different sources e.g. trusted adults. Marriage is a commitment freely entered into by two people. Each person makes promises that are legally binding. A civil partnership is a legal relationship between two people that gives them the same rights as people who are married. It is also important to remember that people can have committed relationships without going through a legal marriage or civil partnership ceremony. Separation is an arrangement when two married people stop living together as a couple. Divorce is an official, legal process that ends a marriage. These can create a variety of life changes, including loss of family life, change of home, exposure to negative emotions in others and feelings of sadness or anger. A relationship can be unhealthy if it makes an individual feel anxious, confused, uncertain or unsafe. Support is available from a variety of sources, including parents, trusted relatives, teachers and agencies, such as the NSPCC and Childline A positive, healthy relationship is one that is honest, fun, equal, supportive and caring. To promote a positive, healthy relationship, it is important to have a positive attitude, offer support, share interests and ideas and use humour. The effects of teasing and bullying can include anxiety, mistrust, anger, fear, loneliness, low self-esteem and worry. These feelings can affect people for a long period of time, even after the teasing and bullying have ended. People's thoughts, feelings and responses to a circumstance or event may be different. It is sometimes important to challenge others' points of view in a calm, fair and constructive 	Assertiveness, relationships, bullying, teasing, racism, emotions, risk, peer pressure, marriage, civil partnership, commitment, consent, private, trust, boundaries, unhealthy, healthy, separation

	way.	
Health and wellbeing	<ul style="list-style-type: none"> • A balanced lifestyle involves regular exercise, a healthy diet, rest, good dental hygiene, fulfilling relationships and a variety of activities and experiences. • Aspirations are things that an individual hopes to achieve. These can involve education, jobs, personality, hobbies or lifestyle. For example, a person may aspire to become more confident or eat a healthier diet. • The reasons why people might start smoking and of the dangers of smoking. • The term 'drug' covers a range of legal and illegal substances and that drugs come in a variety of forms. • The effects and risks of taking drugs. • A stereotype is an idea or belief many people have about a thing or a group that is based upon how they look on the outside, which may be untrue. Stereotyping people is at type of prejudice because what is on the outside is a small part of who a person is. • Some basic facts about puberty- appreciating that over time we change physically and emotionally. How to deal with these feelings positively. • Explore the human lifecycle and how puberty is linked to reproduction • Personal hygiene involves keeping yourself clean and healthy. This can include showering or bathing regularly, using deodorant, brushing teeth twice a day and changing clothes regularly. Neglecting personal hygiene can result in bad breath and unpleasant body odour. • Some behaviours can affect a person's health in a negative way. These include eating an unbalanced diet, doing little or no exercise, suffering from stress and having poor personal hygiene. It is important to say no to any physical contact that feels uncomfortable or unsafe and talk to a trusted adult about it. • A risk is the possibility that something bad or unpleasant might happen. A danger is the possibility that something or someone might be harmed. A hazard is something that is dangerous and likely to cause damage. • Most activities have some element of risk. It is important to assess the risks involved and manage them appropriately. For example, this may include wearing a cycling helmet and high-visibility jacket when cycling. • Images in the media can be manipulated and selected to give a false reality, such as having smoother skin or a different body shape. This can affect how some people feel 	<p>Balanced lifestyle, diet, aspirations, drugs, legal, illegal, risks, danger, hazard, stereotypes, healthy lifestyle, opinions, personal goals, E-Safety, personal hygiene, media, body image Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings</p>

	<p>about themselves and they may aspire to look that way in real life.</p> <ul style="list-style-type: none"> E-Safety-Personal information includes a person's full name, passwords, address, phone number and photograph. It is important not to share these online as it can make it easier for a hacker to steal someone's identity 	
Living in the Wider World (Active Citizenship)	<ul style="list-style-type: none"> Why and how rules and laws that protect themselves and others are made and enforced- why different rules are needed in different situations and how to take part in making and changing rules. Interdependence means depending on each other. Members of the school community need to listen and respond to each other constructively and positively, treating each other with kindness and respect. An identity is who a person is or their qualities. A national identity means belonging to a nation or country, such as being English or Indian. A regional identity means belonging to a part of a country, such as being from South Yorkshire in England or being from Kenya in Eastern Africa. A religious identity means belonging to a religion, such as Buddhism or Islam. An ethnic identity is a sense of belonging based on a person's cultural heritage, traditions, language and ancestry, such as indigenous peoples (people who were the original settlers of a place). Independence means the ability to live your life without being helped or influenced by other people. Responsibility means that something is your job or duty. Independence and responsibility include decision-making, resisting peer pressure, keeping focussed and keeping safe. Different kinds of responsibilities, right and duties at home/school and community and how they can conflict with each other. Human rights can be breached in a variety of ways, such as unfair treatment and the inability to express an opinion or vote. This can have a negative effect on people's everyday lives and their physical, emotional and mental health. People have access to different amounts of money depending on their age, employment and family circumstances. Money is important as it pays for housing, food, clothing and entertainment. Resources, such as clean water, food, housing and medical services, can be interrupted due to wars or natural disasters. Lack of access to these resources can cause starvation, the spread of disease, poverty and homelessness. 	Laws, community, identity, customs, values, responsibility, interdependence, independence, Human Rights, resources, opinion

Year 4: PSHE skills progression map

Breakdown of skills		
Relationships	Health and Wellbeing	Active Citizenship
Understanding the consequences of	Discuss the concept of a balanced lifestyle and	Help construct, agree and follow rules for the

<p>aggressive/anti-social behaviour on individuals and communities over time e.g. low self-esteem, trust issues, self-worth</p> <p>Resolving differences looking at alternatives, interpreting others feelings, making decisions and explaining choices.</p> <p>Develop skills to be effective in relationships- knowing when a relationship is unhealthy and who they should talk to if they need support</p> <p>Demonstrate what constitutes a positive, healthy relationship</p> <p>Understanding that marriage and civil partnerships are commitments freely entered into by two people. Also understanding that people can have committed relationships without going through a legal marriage or civil partnership ceremony.</p> <p>Knowing and understanding that they may be pressured in an unacceptable/risky way by people they know. Understanding how to resist pressure and ask for help.</p> <p>Recognising a range of emotions- both positive and negative in different situations. Knowing how to deal with and communicate these is a productive way</p> <p>Understand what assertiveness is, when to be assertive and what skills you need to be assertive</p> <p>Understanding consent and boundaries</p>	<p>show they can achieve this</p> <p>Recognise worth as individuals; identify positive things about themselves and their achievements. See mistakes, amend and set personal goals.</p> <p>Understand some basic facts about puberty- appreciating that over time we change physically and emotionally. Explaining to deal with these feelings positively.</p> <p>Recognising and challenging stereotypes</p> <p>Explaining the basics of the the human lifecycle and how puberty is linked to reproduction</p> <p>Discuss how individuals can become responsible for their personal hygiene and the consequences of neglecting personal hygiene.</p> <p>Understand he reasons why people might start smoking and of the dangers of smoking.</p> <p>Understand the term 'drug' covers a range of legal and illegal substances and that drugs come in a variety of forms.</p> <p>Explain the effects and risks of taking drugs.</p> <p>Explain the importance of protecting personal information when online</p> <p>Identify which behaviours positively and negatively affect their physical, mental and emotional health, including what kind of physical contact is acceptable</p> <p>Describe the difference between the terms 'danger', 'risk' and 'hazard'</p>	<p>class</p> <p>Understanding why different rules are needed in different situations</p> <p>Reflecting on moral, social, cultural issues and to use imagination to understand others_ experiences</p> <p>Examine the role money plays in lives of children and adults today</p> <p>Recognise that similarities and difference arise in people due to a number of factors including cultural, ethnic, racial, religious, diversity, gender and disability.</p> <p>Explain what being part of a community means and they can contribute to this.</p> <p>Thinking about the lives of other places/times with different values/customs.</p> <p>Describe how lack of access to resources can affect individuals and communities</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>Recognise that growing up brings increasing independence and responsibility</p> <p>Understanding that they have different kinds of responsibilities, right and duties at home/school and community and how they can conflict with each other.</p>
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Understand that life changes e.g. separation or divorce can create a variety of life changes that can affect mental and emotional health	<p>Recognise the risks in different situations. Decide how to behave responsibly. E.g. Road use</p> <p>Face new challenges positively by collecting information, making responsible choices and taking actions- understanding that images in the media do not always reflect reality and can affect how people feel about themselves</p>	
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Year 5: PSHE knowledge progression map

Unit	Knowledge and understanding	Vocabulary
Relationships	<ul style="list-style-type: none"> Pressure to behave in unacceptable, unhealthy or risky ways can come from friends, family members, school, online contacts or the media. This behaviour may lead to life choices that damage short- and long-term physical, mental and emotional health. There are different types of bullying and abuse. These include verbal, prejudice based, physical, sexual, emotional and online. These are behaviours that are intended to hurt victims physically or emotionally. It is important to ask for help if bullying or abuse is experienced or witnessed. Help is available from teachers, trusted adults and agencies, such as the NSPCC and Childline Explore behaviour and attitudes that contribute to maintaining friendships and relationships. Explore the different relationship between friends and family Continue to further their understanding of the skills to have effective relationships and that there are many different types of relationship No one should marry if they are not making the decision freely or if they do not want to marry. Forcing anyone to marry is a crime. Support is available from charities and helplines. Disputes and conflicts are disagreements between people with opposing views. Strategies to resolve disputes can include identifying the problem, choosing and implementing a course of action and evaluating the outcome. People can work collaboratively by listening carefully to each other, sharing ideas and expertise, compromising, completing their roles effectively and making joint decisions It is normal that the death of a person, who is a close family member or friend, can affect all aspects of life. Grief is an emotion of great sadness. It can be long-lasting but can ease with time and support 	<p>Peer pressure, abuse, prejudice, physically, emotionally, skills, marriage, forced marriage, crime, helplines, charities, disputes, conflict, conflict resolution, , bereavement, loss, death, grief, compromise, negotiation, constructive feedback, collaboration, consent, private, trust, boundaries.</p>

Health and wellbeing	<ul style="list-style-type: none"> Lifestyle choices, such as what diet to eat, whether to take regular exercise, and what activities and pastimes to engage in, can have a positive, neutral or negative impact on health. There can be short- or long-term effects on health. For example, smoking causes bad breath and stained fingers in the short term. Long-term problems include lung cancer and heart disease. Legal drugs that are used in everyday lives. Exploring stereotypes surrounding drug users. Personal boundaries may relate to the physical, intellectual, emotional, social or spiritual aspects of life. Each person can set and keep these boundaries. Puberty is the time when a person develops from a child into an adult because of changes in their body that make them able to have children. During puberty, skin can become oily, facial hair and pubic hair start to grow and sweating and body odour can increase. It is especially important to keep good personal hygiene during puberty. The physical changes associated with puberty include growth, spots, pubic hair growth, facial hair growth in boys and menstruation in girls. The emotional changes associated with puberty include mood swings and extreme emotional reactions. At times in everyone's lives they may experience conflicting emotions about an event or something that has happened. It is important to know how to deal with conflicting emotions, where to go for support and how to overcome them The media can inform the public about important issues but may present an unbalanced view. This can influence people's views, feelings and behaviour. E-safety- responsible use of a mobile phone includes keeping it safe and protected, using it sensibly by setting time limits, turning it off at night and protecting it with a passcode. Safe use involves not divulging personal information and appropriate distribution of images and messages. Some images are not appropriate to request or share. If a request makes them feel uncomfortable or concerned, they should seek help from a trusted adult. 	E-safety, lifestyle choices, legal, illegal, stereotypes, personal boundaries identity, media, physical contact, opinions, achievements, relationships, Puberty, physical changes, emotional changes, moods, mensuration, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, conflicting emotions
Living in the Wider World (Active Citizenship)	<ul style="list-style-type: none"> Rules and laws are made to protect members of society. Different rules and laws are needed in different situations. People can take part in democratic activities, such as voting in elections. There are consequences of not following rules and laws, such as fines or imprisonment for breaking different laws. Absolute human rights can never be interfered with, such as the right not to be hurt or tortured. Limited human rights come with exceptions, such as the right to liberty, which can be lawfully restricted. Qualified human rights can be interfered with by a government under special circumstances and when it is necessary in a democratic society, such as the right to peaceful assembly can be overridden when necessary to calm a riot. Every person is unique, which means there is only one of them. This is because each 	Rules, laws, Human Rights, unique, debate, discussion, resources, absolute, limited, qualified, interest, debt, loan, tax, budget, critical consumer, laws, responsibility, occupations, enterprise, rights and duties, skills

	<p>individual has their own culture, ethnicity, set of experiences, values, beliefs and talents.</p> <ul style="list-style-type: none"> • A debate is a serious discussion of a subject in which many people take part. In a debate, facts and opinions are used to support a viewpoint. Topical issues might include global warming or whether a school uniform should be worn. • There is an uneven allocation and distribution of resources across the world. Trade agreements can help with resource allocation but do not always benefit all countries. • Continue to explore different kinds of responsibilities, right and duties at home/school and community and how they can conflict with each other. • Explore a range of jobs carried out by people they know/don't know and the skills needed to carry out these jobs. • People develop different skills throughout their lives- many of these skills will contribute to the future and help them work towards their goals. How they can develop skills to contribute in the future and to work towards their goals. • Managing money involves budgeting so that there is enough money to buy essentials, spending wisely and avoiding debt. A critical consumer researches goods, ensures the price is fair, reads reviews and questions claims made in advertising • Interest is added to an amount of money that has been borrowed. A loan is money that has been borrowed and must be paid back. A debt is a sum of money that is owed to someone else. Tax is a direct payment to the government, usually taken out of a monthly salary. 	
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Year 5: PSHE skills progression map

Breakdown of skills		
Relationships	Health and Wellbeing	Active Citizenship
Working collaboratively towards shared goals.	Explain how lifestyle choices can have a positive, neutral or negative impact on health	Understanding how rules/laws protect them and why different rules/laws are needed in different situations
Understand that pressure can come from many different sources and understand ways to resist unhelpful, harmful or unacceptable pressure.	Understanding how their bodies will change as they approach and move through puberty both emotionally and physically	Helping construct, agree and follow rules for the class
Discuss bullying and abuse in all their forms and know where to get support	Understanding male and female changes during puberty	Recognise that human rights can be 'absolute', 'limited' or 'qualified' in certain circumstances
Developing strategies to resolve disputes and conflicts through negotiation and compromise	Understanding who puberty is linked to human reproduction	Understanding different kinds of responsibilities, right and duties at home/school and community
Giving constructive feedback and support to		

<p>benefit themselves and others</p> <p>Understanding that actions affect themselves and others. Caring about others feelings and seeing things from their point of view.</p> <p>Outline how the death of a person can affect all aspects of someone's life and create feelings of grief</p> <p>Recognising that forcing anyone to marry is a crime and that support is available to prevent forced marriage.</p> <p>Developing the skills to have effective relationships and to be aware of the different types of relationship</p> <p>Understand different relationships between friends and family</p> <p>Identify behaviour and attitudes that contribute to maintaining friendships and relationships.</p> <p>Understanding consent and boundaries</p>	<p>Understanding the increased importance of personal hygiene during puberty</p> <p>Recognise that all people have personal boundaries and the right to privacy</p> <p>Judging what kind of physical contact is acceptable and how to respond.</p> <p>Understanding that they may experience conflicting emotions and to know how to deal with them, where to go for support and how to overcome them</p> <p>Knowing what legal drugs that are used in everyday lives.</p> <p>Knowing the stereotypes surrounding drug users.</p> <p>Facing new challenges positively by collecting information, making responsible choices and taking actions._</p> <p>Critique how the media presents information</p> <p>Discuss the responsible use of mobile phones</p> <p>Discuss the responsible use of ICT- particularly the importance of protecting personal information including passwords, addresses and images.</p> <p>Recognise ways to manage requests for personal images or images of others</p>	<p>and how they can conflict with each other.</p> <p>Discuss a range of jobs carried out by people they know/don't know and understand the skills needed to carry out these jobs.</p> <p>Understanding how they can develop skills to contribute in the future and to work towards their goals.</p> <p>Understanding the role of money in their own and others' lives including how to manage their money</p> <p>Explain how to manage money and the importance of being a critical consumer</p> <p>Recognise the difference between the concepts interest, debt, loan, tax</p> <p>Describe how our differences make us unique</p> <p>Debate topical issues, problems and events that are of concern to them as individuals and to society.</p> <p>Talking and writing about their opinions, explain their views on issues that affect both them and society.</p> <p>Reflecting on moral, social, cultural issues and to use imagination to understand others experiences</p> <p>Recognising that resources can be allocated in different ways and that this can affect individuals and communities.</p>
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Year 6: PSHE knowledge progression map

Unit	Knowledge and understanding	Vocabulary
Relationships	<ul style="list-style-type: none"> In relationships there will be differences and differences of opinion. We can resolve these differences through negotiation skills by looking at alternatives, making decisions and explaining choices. Explore positive and negative ways of communicating in a relationship Pressure to behave in unacceptable, unhealthy or risky ways can come from various sources, such as friends, family and social media. There are strategies to resist pressure, such as saying no, keeping eye contact, using mobile phones responsibly and walking away. The sex of a person is whether they are male or female based on their reproductive system. Gender identity is a personal sense of gender, irrespective of the sex of the person. Sexual orientation refers to the gender to which a person is attracted. A dare is a request from another person to carry out an act that feels uncomfortable, shameful or is against the law. Everyone has the right to refuse to carry out any act that can be harmful to physical, emotional and mental well-being. Relationships consist of both physical and emotional behaviour- what is acceptable and how to behave in different relationships Discrimination is treating someone unfairly on the grounds of their gender, sexual orientation, race or age. Teasing is making fun of or provoking someone. Bullying is hurting or frightening someone over a period of time. Aggressive behaviour is acting in a violent, angry way towards someone. These actions can come in many forms, such as cyberbullying, prejudice-based language and 'trolling'. People who carry out these acts often have low self-esteem and self-worth. Victims can suffer long-term consequences, such as damage to their physical, mental and emotional health and reputation. A stereotype is a prejudged belief about a particular person or group of people that is made without knowing them. Forming stereotypes of people can be hurtful and may lead to bullying and hate crimes. Constructive feedback is supportive guidance that is given to help people strengthen their areas for development. Strategies for providing constructive feedback include giving a 'feedback sandwich' (positive comment, area for improvement and positive comment), using the passive voice and giving specific areas for improvement. 	<p>Sex (gender), gender identity, sexual orientation, peer pressure, stereotype, communication, friendship, love, intimacy, prejudice, negotiation, constructive feedback, conflict resolution, discrimination, teasing, aggressive behaviour, cyber-bullying, bullying, dare, stereotype</p> <p>consent, private, trust, boundaries.</p>
Health and wellbeing	<ul style="list-style-type: none"> Bacteria, viruses and fungi are types of microorganism (living things that are so small they can only be seen using a microscope). They can be helpful (such as bacteria used in cheese-making) or harmful (such as the influenza virus, which can make us unwell). Some substances and drugs are restricted or illegal to possess and use (tobacco, alcohol and cannabis) because they cause short- and long-term damage to people's physical, emotional and mental health. For example, in the short term, alcohol can make people feel 	<p>Bacteria, virusus, fungi, substances, alcohol, solvents, drugs, restricted, legal, illegal, physical, emotional, mental, risk, danger, hazard, transition, E-safety, social</p>

	<p>drunk, fall over and lose their inhibitions. In the long term, it can cause liver disease, heart attacks and strokes.</p> <ul style="list-style-type: none"> • A female egg is fertilised by a male sperm cell and the fertilised egg then divides many times and forms into a baby over nine months • As they approach puberty feelings change and how to deal with these feelings towards themselves/family/others positively • Unwanted contact and some actions, such as female genital mutilation, are forms of abuse and criminal offences. They can have lasting consequences on victims, who may require support from outside agencies, such as Childline. • Deepen their understanding of risk in different situations and how to manage them responsibly • Facing new challenges is a positive choice and can help individuals achieve a goal or an aspiration. New challenges might include overcoming a fear of heights, spending time away from family members, asking for further help or taking part in a new activity. • Transition to secondary school can create positive and negative feelings that can be managed using different strategies. These include finding out information about transition; visiting the school; building up self-esteem and resilience and talking to friends, family and teachers. • The amount and type of information shared can be different depending on the relationship individuals have with each other. Information that should not be shared includes personal details and inappropriate images. Everyone has the right to privacy. • With increasing independence brings increased responsibility to keep themselves and others safe- How to make informed choices- recognising that choices can have positive, neutral or negative consequences • Information presented on social media may be untrue, exaggerated or written to create a response. For example, 'flaming' is writing deliberately offensive comments to provoke reactions in others. It is used by some people on social media to create arguments and controversy. • E-safety- responsible use of a mobile phone includes keeping it safe and protected, using it sensibly by setting time limits, turning it off at night and protecting it with a passcode. Safe use involves not divulging personal information and appropriate distribution of images and messages. • E-safety-the responsible use of ICT particular focus on the importance of protecting personal information including passwords, addresses and images. 	<p>media, Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, consent, personal/private information, internet safety</p>
Living in the Wider World (Active Citizenship)	<ul style="list-style-type: none"> • Human rights were set out in 1948 by the member countries of the United Nations to ensure the atrocities of the Holocaust never happened again. The Human Rights Act 1998 was passed by Parliament to put the European Convention on Human Rights into British 	<p>Voluntary, community, pressure groups, society, diverse, Human Rights,</p>

	<p>law.</p> <ul style="list-style-type: none"> • There are 30 universal human rights and freedoms. There are also additional rights for children that have primacy over national law and family and community practices, such as the right to education and an adequate standard of living. • Some cultural practices are not against British law, such as the food, clothing and language associated with a culture. <i>Some cultural practices are against British law, such as female genital mutilation (FGM). There are support services available to anyone who may be at risk from some cultural practices, such as the FGM National Clinical Group.</i> • Diverse means showing a great deal of variety. Communities are made up of a diverse range of people that bring their own cultural influences, interests, celebrations and skills. • There are voluntary, community and pressure groups that campaign and provide information to improve the health and well-being of members of society. A voluntary group is run by volunteers (unpaid people who work for an organisation). A community group works to benefit people living in a particular area. A pressure group tries to affect public policy in relation to a particular cause. • Globalisation is the increase of trade around the world. There are some advantages, such as increased employment and fair trade. For example, the Fairtrade Foundation works to give farmers a fair price for products, giving opportunities to improve living standards, gain a stronger position in the global market and invest in local communities. There are also some disadvantages of globalisation, such as pollution and the loss of indigenous peoples' culture and land. • Information about occupations- jobs, aspirations and the skills they are going to need in order to assist them in the future. • About the role of money in their own and others lives including how to manage their money and about being a critical consumer. • About enterprise and the skills that makes someone 'enterprising' 	<p>Parliament, freedom, law, family, diverse, Globalisation, employment, occupation, Fairtrade, critical consumer, enterprise, values, customs, culture, occupation, money</p>
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Year 6: PSHE skills progression map

Breakdown of skills		
Relationships	Health and Wellbeing	Active Citizenship
Resolving differences through negotiation skills by looking at alternatives, making decisions and explaining choices.	Understanding the importance of facing new challenges to achieve a goal or an aspiration.	Contribute to constructing, agreeing and following rules for the class
To understand positive and negative ways of communicating in a relationship	Facing new challenges positively by collecting information, making responsible choices and taking actions	Explain where human rights came from and that there are laws to protect human rights in the UK.
Recognise dares and know how to manage with	Understanding that bacteria, viruses and fungi	Outline the universal human rights shared by all peoples and societies and recognise that children

<p>them.</p> <p>Examine the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</p> <p>Recognise the difference between, and the terms associated with sex, gender identity and sexual orientation.</p> <p>Giving constructive feedback and support to benefit themselves and others</p> <p>Explain where the pressure to behave in unacceptable, unhealthy or risky ways can come from and how to withstand that pressure.</p> <p>Explain what peer pressure is</p> <p>Recognise and challenge stereotypes.</p> <p>Considering physical and emotional behaviour in relationships</p> <p>Understanding consent and boundaries</p>	<p>are types of microorganism that are found everywhere and can affect health in positive and negative ways.</p> <p>Identify which commonly available substances and drugs (alcohol, tobacco and energy drinks) can damage their immediate and future health and safety.</p> <p>Recognise that people have a right to protect their body from inappropriate and unwanted contact and that some actions, such as female genital mutilation (FGM), constitute abuse and are crimes.</p> <p>Describe the changes that happen during reproduction and pregnancy.</p> <p>Recognising as they approach puberty feelings change and how to deal with these feelings towards themselves/family/others positively</p> <p>Differentiate between the terms risk, danger and hazard</p> <p>Recognise that they may experience conflicting emotions and when they might need to listen to their emotions and overcome them.</p> <p>Analyse and develop strategies to manage feelings during transition to secondary school</p> <p>Identify what individuals are willing to share with people including friends, family, classmates and others</p> <p>Understanding that increasing independence</p>	<p>have special rights set out in the United Nations Convention on the Rights of the Child.</p> <p>Reflect on moral, social, cultural issues and to use imagination to understand others experiences</p> <p>Investigate the role of voluntary, community and pressure groups, especially in relation to health and well-being</p> <p>Recognise how a town or city is enriched by the diversity of the people that live there.</p> <p>Recognise there are some cultural practices that are against British law and universal human rights, such as female genital mutilation (FGM).</p> <p>Debate the advantages and disadvantages of globalisation.</p> <p>To discuss jobs, aspirations and the skills they are going to need in order to assist them in the future.</p> <p>Explaining the role of money in their own and others lives including how to manage their money and about being a critical consumer.</p> <p>Understanding enterprise and the skills that makes someone 'enterprising'</p>
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	<p>brings increased responsibility. Making informed choices</p> <p>Explore and critique how the media present information and how information contained in social media can misrepresent or mislead.</p> <p>Recognising how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>Discuss the responsible use of mobile phones and ICT</p>	
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Appendix 2: Parent form: withdrawal from sex education within RSE to be addressed to the headteacher.

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	

