



Relationships and Sex Education and Health Education Policy

King's Academy Binfield

Last Reviewed By:

Miss Jo Davis - Assistant Principal

Date:

September 2025

Next Review Date:

September 2026

Contents

- 1.Aims
 - 2.Statutory Requirements
 - 3.Policy Development
 - 4.Definition
 - 5.Curriculum
 - 6.Delivery of RSHE
 - 7.Roles and Responsibilities
 - 8.Parents' Right to Withdraw
 - 9.Training
 - 10.Monitoring Arrangements
- Appendix 1:Curriculum Map
- Appendix 2:By the end of primary school students should know
- Appendix 2:By the end of secondary school students should know
- Appendix 3:Parent form:withdrawal from sex education within RSHE

1.Aims

King's Academy Binfield pride ourselves on being an inclusive and diverse school and all aspects of our relationships and sex education policy reflect this. Our aim is that everyone:

- Is respected and respects others
- Takes part in the life of the school
- Achieves to their own potential
- Develops essential life skills
- Can exercise choice

The aims of relationships and sex and health education (RSHE) at our academy are to:

- Provide a framework in which sensitive discussions can take place
- Deliver high-quality, age-appropriate RSHE that builds accurate knowledge, safe habits and respectful relationships.
- Promote inclusion and respect for diversity, ensuring all pupils (including those with SEND) can access and participate.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive, safe and respectful culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Equip pupils with language, strategies and confidence to seek help, keep themselves and others safe and make informed decisions.
- Work in partnership with parents/carers and signpost further support where appropriate.

2. Statutory Requirements

As an all through academy we must provide relationships education to all students as per section 34 of the Children and Social Work Act 2017. We do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At King's Academy Binfield and King's Academy Oakwood we teach RSHE as set out in this policy. We also take note of our Equality Duty and Objectives.

3. Policy Development

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

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

- Parent/stakeholder consultation– parents and any interested parties were invited to view the policy and review its contents
- Pupil consultation– we investigated what exactly students want from their RSHE through the school council
- Ratification– once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with all stakeholders, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

PSHE lessons are adapted to ensure all pupils, including those with SEND, can access and participate fully in the curriculum. This includes differentiated resources, alternative communication methods, and additional adult support where necessary.

Curriculum transparency: We will share RSHE curriculum materials with parents/carers on request and publish an annual curriculum map on the school website.

Primary sex education will focus on in Years 5 and 6:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

6. Delivery of RSHE

RSHE is taught within the Personal Development curriculum. Statutory biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Students in year 6, KS3 and KS4 also receive stand-alone sex education sessions.

- We teach within the law and uphold political impartiality. Teaching does not promote illegal activity or extreme political positions, and includes balanced treatment of political issues.
- Teachers establish ground rules and use distancing techniques where helpful; pupils are never asked to share personal experiences in front of others.

- Questions are handled sensitively; teachers may defer a response if a question is better answered 1:1 or requires expert input.
- We do not permit the promotion of illegal activity or extreme political positions; balanced treatment of political issues is maintained.
- Safeguarding concerns are reported through MyConcern in line with KAB Safeguarding/Child Protection policy.

6.1 EYFS/KS1/KS2

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

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

6.2 Upper KS2

In upper KS2, sex education is delivered by class teachers or health professionals such as a nurse. Students will have the chance to participate in a standalone sex education session tailored to the year groups needs. The content of this session will be shared with parents prior to delivery and parents will be given the choice to remove their child from the session. In Year 5, students will be taught about the physical, emotional and social changes at puberty, which include personal hygiene. In Year 6, students learn about the physical act of sexual reproduction and the journey to the birth of a baby. A range of teaching methods which involve student's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play. Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant. The NSPCC will be invited to deliver assemblies based on the 'Speak out Stay safe programme. Once again parents will be consulted prior to the sessions and have the option to withdraw their child. For more information about our RSHE curriculum, see Appendices 1 and 2.

6.3 KS3/4

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health and sexual harassment, violence and consent

Sex education may also be delivered by health professionals For more information about our RSHE curriculum, see Appendices 1 and 2.

6.4 Teaching Methods

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. Effective teaching and learning approaches used include:

- Effective starter and plenary activities
- Targeted and high order questioning
- Agreed discussion guidelines
- A mixture of individual, paired and small group working
- Problem solving
- Discussion and debating skills
- Focus on Oracy
- Understanding different points of view
- Working with feelings, imagination and emotional literacy
- WWW and EBI reviews
- Drama and role-play

Across all phases of the academies, these areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Use of External Organisations and Materials

We sometimes use external organisations (and their materials) to support delivery. We will:

- Check that any speaker and resource is age-appropriate, evidence-based, and aligned with statutory RSHE guidance and the law (including political impartiality).
- See all materials in advance; remain in the room during sessions; and be able to pause/stop a session if needed.
- Carry out usual safeguarding checks; confirm named personnel; and review any data/photography protocols.
- Share external materials with parents/carers on request.

We will not work with organisations that take or promote extreme political positions, nor use their materials.

8. Roles and responsibilities

8.1 The Governing Board

The governing board will approve the RSHE policy, and hold the Executive Principal to account for its implementation. They are encouraged to play a part in ensuring that RSHE addresses the needs of the students and parents, as well as community health priorities.

8.2 The Executive Principal

The Executive Principal is responsible for ensuring that RSHE is taught consistently across the school, and will delegate the management of requests to withdraw students from non-statutory/non-science components of RSHE (see section 8) to the Head of Primary and Vice Principal.

8.3 Staff

Staff are responsible for:

- Planning and delivery of RSHE education according to the school's written policy
- Ensuring that the delivery of RSHE is conducted in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students including age, gender, sexual identity, cultural and religious beliefs and Special Educational Needs
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE
- Avoid individual advice regarding any aspect of sexual health including contraception
- Following the school's procedures with regards to any safeguarding concerns
- Undertake training on RSHE delivery through induction and CPD calendar.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Executive Principal. RSHE will be led by Jo Davis - Assistant Principal, Jacqueline Tate – Head of Primary and taught and delivered by staff across the academy, including class teachers, form tutors and Year Progress Leads.

8.4 Students

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

9. Parents' Right to Withdraw

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

EYFS, KS1, KS2 Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE. Requests for withdrawal should be put in writing and addressed to the Head of Primary – Jacqueline Tate. Alternative work will be given to students who are withdrawn from sex education.

KS3, KS4 Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing and addressed to the Assistant Principal – Jo Davis. Appropriate alternative work will be given to students who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE as part of our continuing professional development calendar, on RSHE content, safe and effective pedagogy, handling sensitive questions, and safeguarding routes. We may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by Jo Davis – Assistant Principal (Secondary), James Baldwin - Associate Assistant Head (Secondary), Jacqueline Tate– Head of Primary (Primary) through:

- Developmental Drop ins
- Learning Walks
- Planning Meetings
- Student Voice

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

This policy will be reviewed by Jo Davis – Assistant Principal.

Appendix 1

Personal Development (PSHE) Curriculum Map

- Linked to the PSHE Programme of Study: <https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning>
- All objectives contained within this document are mapped to the Personal Development Programme
- Highlighted text indicates lessons students will be withdrawn from

EYFS	<p>During their Reception Year, children will be learning to:</p> <ul style="list-style-type: none"> -see themselves as a valuable individual -build constructive and respectful relationships -express their feelings and consider the feelings of others -show resilience and perseverance in the face of challenge -identify and moderate their own feelings socially and emotionally -think about the perspectives of others -manage their own needs and personal hygiene -know and talk about the different factors that support their overall health and wellbeing including: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian 					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Safe Relationships</p> <p>I know how to treat myself and others with respect; I know how to be polite and courteous; I know what is</p>	<p>Playing Together</p> <p>I know about different ways to learn and play and I know how important it is to take a break from time online or TV H9</p>	<p>Who Am I?</p> <p>I know: different feelings that humans can experience; how to recognise and name those feelings; ways of sharing</p>	<p>Making Healthy Choices</p> <p>I know what keeping healthy means and know about foods that support good health; I know the</p>	<p>Keeping safe (out and about)</p> <p>I know the people whose job it is to help keep us safe H33</p>	<p>Dealing with change</p> <p>(Y1 RETRIEVAL: I know about different ways to learn and play and I know how important it is to take</p>

	<p>kind and unkind behaviour, and how this can affect others R21 R22</p> <p>I know it is important to tell someone (such as my teacher) if something about my family makes me unhappy or worried R5</p> <p>I know the importance of not keeping adults' secrets, only happy surprises that others will find out about eventually R18</p> <p>I know ways to resist pressure to do something I don't want to do and which may make me unsafe R19</p> <p>I know what to do if I feel unsafe or worried for myself or others (and who to ask for help, vocabulary to use when asking for help, importance of keeping trying until I am heard) R20</p> <p>I know what rules are, why they are needed, and why different rules are needed for different situations H28 L1</p>	<p>I know how people make friends and what makes a good friendship R6</p> <p>I know how to recognise when I or someone else feels lonely and what to do R7</p> <p>I know some simple strategies to resolve arguments between friends positively and how to ask for help if a friendship is making me feel unhappy R8 R9</p> <p>I know how to listen to other people and play and work cooperatively R24</p> <p>I know how to talk about and share my opinions on things that matter to me R25</p>	<p>feelings; and a range of words to describe feelings H11 H12 H16</p> <p>I know how feelings can affect people's bodies and how they behave, I know how to recognise what others might be feeling H13 H14</p> <p>I know what makes me special and the ways in which we are all unique H21 H22</p> <p>I know what I am good at, what I like and dislike H23</p> <p>I know about different types of families, including those that may be different to my own R3</p> <p>I know about different groups I belong to and ways in which I am the same and different to others R23 L4 L6</p>	<p>risks of eating too much H1 H2</p> <p>I know physical activity helps us to stay healthy and I know ways to be physically active everyday H3</p> <p>I know why sleep is important and I know different ways to rest and relax H4</p> <p>I know people who help us to stay physically healthy H10</p> <p>I know simple hygiene routines that can stop germs from spreading H5</p> <p>I know: about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H7</p> <p>I know ways to help look after the environment (such as not littering, not wasting water when brushing my teeth) L3</p>	<p>I know how to keep safe in the sun and protect skin from sun damage H8</p> <p>I know ways to keep safe in familiar places (e.g. park, shopping centre) H32</p> <p>I know ways to keep safe in unfamiliar environments (e.g. beach, swimming pool) H32</p> <p>I know how to cross the road safely H32</p>	<p>a break from time online or TV) H9</p> <p>I know about things that help people feel good, e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep H17</p> <p>I know how to tell my new teacher all about me H27</p> <p>I know my favourite moment from the past year H27</p> <p>I know how to ask questions about my new year group H27</p> <p>I know strategies to help me when I am finding things difficult H24</p>
--	---	--	--	--	---	--

<p>Year 2</p>	<p>Special People</p> <p>I know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R1</p> <p>I know the people who love and care for me and what they do to help me feel cared for R2</p> <p>I know the common features of family life R4</p> <p>I know about different <i>roles and responsibilities</i> people have in my community (e.g. child – use bins for rubbish, adult – check on neighbour, fire fighter, etc) L5</p> <p>I know that everyone has different strengths L14</p> <p>I know different <i>jobs</i> that people I know (or people who work in my community) do (e.g. librarians, retail, religious leaders, dog walkers, etc) L16</p>	<p>Feelings</p> <p>I know that not everyone feels the same at the same time, or feels the same about the same thing H15</p> <p>(Y1 RETRIEVAL: I know how to manage when finding things difficult), I know different things I can do to manage big feelings, to help calm myself down and to improve my mood when I don't feel good H18</p> <p>I know how to recognise when I need help with feelings; I know it's important to ask for help with my feelings; and how to ask for it H19</p> <p>I know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R10</p> <p>I know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult; I know how people may feel if they experience hurtful behaviour or bullying R11 R12</p>	<p>Keeping Safe (at home)</p> <p>I know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H6</p> <p>I know how to keep safe at home (including around electrical appliances) H30</p> <p>I know about fire safety (e.g. not playing with matches and lighters) H30</p> <p>I know that household products (including medicines) can be harmful if not used correctly H31</p> <p>I know about things that people can put into their body or on their skin; how these can affect how people feel (e.g. ointments, medicine) H37</p>	<p>Money and Media</p> <p>I know how to use digital devices (and the internet) safely to find things out and communicate with others L7</p> <p>I know about the role of the internet in everyday life L8</p> <p>I know that not all information seen online is true and that sometimes people may behave differently online, including pretending to be someone they are not L9 R14</p> <p>I know: what money is; forms that money comes in; that money comes from different sources (e.g. jobs) L10</p> <p>I know that money needs to be looked after and different ways of doing this L13</p> <p>I know: the difference between needs and wants; that people make different choices about how to save money and sometimes people may not always be able to have the things they want L11 L12</p>	<p>Staying safe (rules and risks)</p> <p>(Y1 RETRIEVAL: I know ways to keep safe in familiar and unfamiliar environments, e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely) H32</p> <p>I know about the people whose job it is to help keep us safe and the people who help us to stay physically healthy H10 H33</p> <p>I know about the rules and age restrictions that keep us safe H28</p> <p>I know how to recognise risk in simple everyday situations and what action to take to minimise harm H29</p> <p>I know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H34</p> <p>I know what to do if there is an accident and someone is hurt H35</p>	<p>Growing and Changing</p> <p>I know about change and loss (including death); I know how to identify feelings associated with this; I can recognise what helps people to feel better H20</p> <p>I know the names of the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H25</p> <p>I know about growing and changing from young to old and how people's needs change H26 L2</p> <p>I know how to prepare to move to a new class/year group H27</p> <p>I know that some things are private and the importance of respecting privacy; I know that parts of my body (covered by underwear) are private R13</p> <p>I know how to respond if physical contact makes me feel uncomfortable or unsafe R16</p>
----------------------	--	--	---	---	---	---

		I know there are situations when I should ask for permission and also when my permission should be sought R17			I know how to get help in an emergency (how to dial 999 and what to say) H36 I know how to respond safely to adults I don't know R15	
--	--	--	--	--	---	--

<p>Year 3</p>	<p>Anti-Social Behaviour</p> <p>I know that personal behaviour can affect other people; I can recognise and model respectful behaviour online R30</p> <p>I know the importance of self-respect and how this can affect my thoughts and feelings about myself R31</p> <p>I know that everyone, including me, should expect to be treated politely and with respect by others (including when online and/or anonymous, in school and in wider society) R31</p> <p>I know strategies to improve or support courteous, respectful relationships R31</p> <p>I know (and respect) the differences and similarities between people and recognise what I have in common with others e.g. physically, in personality or background R32</p> <p>Additional project depending on cohort: plan a positive outcome for the community (e.g. run Bingo for grandparents, host a</p>	<p>Managing hurtful behaviour</p> <p>(KS1 RETRIEVAL: I know about the impact of bullying, including offline and online), Y3: I know strategies to respond to hurtful behaviour and how to get support R20</p> <p>I know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) R22</p> <p>(KS1 RETRIEVAL: I know why someone may behave differently online, including pretending to be someone they are not). Y3: I know strategies for recognising risks, harmful content and contact and how to report concerns R23</p> <p>I know how to respond safely and appropriately to adults I may encounter (in all contexts including online) whom I do not know R24</p> <p>I know how to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R25</p>	<p>Balanced Lifestyles</p> <p>I know what a balanced, healthy lifestyle is and can recognise what might influence people's choices; I know how habits can have positive and negative effects H3 H6</p> <p>I know what good physical health means and how exercise benefits mental and physical health. I can identify opportunities to be physically active and know some of the risks associated with an inactive lifestyle. I know how to recognise the early signs of physical illness H4 H5 H7</p> <p>I know: what constitutes a healthy diet; how to plan healthy meals; benefits to eating nutritionally rich foods; risks associated with unhealthy diets (e.g. obesity, tooth decay). I know how and when to seek support, if I am worried about my health H1 H2</p> <p>I know how to maintain good oral hygiene (sugar consumption, correct brushing, regular dentist visits). I know about the benefits and risks of sun exposure and how to keep</p>	<p>Families and Relationships</p> <p>I know that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R1</p> <p>I know marriage and civil partnership is a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R3</p> <p>I know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R5</p> <p>I know that caring relationships are a feature of positive family life; I know different ways in which people care for one another R6</p> <p>I know there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); I know that families of all types can give family</p>	<p>Respecting Myself and Others</p> <p>(Y3 RETRIEVAL: I know about privacy and personal boundaries; what is appropriate in friendships and wider relationships, including online) R22</p> <p>I know about seeking and giving permission (consent) in different situations) R26</p> <p>I know that personal behaviour can affect other people; I know how to recognise and model respectful behaviour online R39</p> <p>I know the importance of self-respect and how this can affect my thoughts and feelings about myself R31</p> <p>I know that everyone, including me, should expect to be treated politely and with respect by others in school and in wider society (including online). I know some strategies to improve or support courteous, respectful relationships R31</p> <p>I know the differences and similarities between people and recognise what</p>	<p>Growing Up</p> <p>I know: how sleep contributes to a healthy lifestyle, routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H8</p> <p>I know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H9</p> <p>I know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H10</p> <p>I know about rites of passage, how some historic practices are against British law, what to do and whom to tell if they think they or someone they know might be at risk H45</p> <p>I know how and when to seek support, including which adults to speak to in and outside school, if I am</p>
----------------------	---	---	---	---	--	--

	<p>raffle to support a local charity)*</p> <p>*This was borne out of a cohort who got through all the objectives in two lessons - they had a sound understanding of anti-social behaviour and therefore needed challenging</p>	<p>(KS1 RETRIEVAL: I know about safe secrets and when to break a confidence or share a secret), Y3: I know about seeking and giving permission (consent) in different situations R27</p>	<p>safe from sun damage and sun/heat stroke H11 H12</p> <p>I know the benefits of the internet and the importance of (and strategies for) balancing time online H13</p> <p>I know how to keep safe and protect my wellbeing by following restrictions (time limits and age limits) in regards to tv, films and gaming (including online) H37</p>	<p>members love, security and stability R7</p>	<p>I have in common with others e.g. physically, in personality or background R32</p> <p>I know how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to my own R33</p>	<p>worried about their health H14</p>
--	--	---	---	---	---	--

<p>Year 4</p>	<p>Diversity</p> <p>I know what personal identity means; I know what contributes to who I am (ethnicity, family, faith, culture, hobbies, likes/dislikes) H25</p> <p>I know about the different groups that make up my community; I know what living in a community means L6</p> <p>I know (and value) the different contributions that people and groups make to my community L7</p> <p>I know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L8</p> <p>I know about discrimination: what it means and how to challenge it R21</p>	<p>Positive Relationships</p> <p>I know (and use) a varied vocabulary when talking about feelings; I know how to express feelings in different ways H19</p> <p>I know the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R10</p> <p>I know what constitutes a positive, healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties) R11</p> <p>I know that online friendships should share some of the same constituents as face-to-face relationships (mutual respect, sharing experiences, etc) and how to seek help if they fall short of these expectations R11</p> <p>I know shared characteristics of healthy family life, including commitment, care, spending time together</p>	<p>Mental and Emotional Health</p> <p>I know mental health, like physical health, is part of daily life and how important it is to take care of it H15</p> <p>I know strategies that support mental health (including good quality sleep, time outdoors, doing things for others), (Y3 RETRIEVAL: regular exercise benefits mental and physical health) H16</p> <p>I know that feelings can change over time and range in intensity. I know about everyday things that affect feelings and the importance of expressing my feelings H17 H18</p> <p>I know strategies to manage and respond to feelings (including intense / conflicting) in different situations H20</p> <p>I know how to recognise warning signs and how to seek support for myself and others H21</p> <p>I know: anyone can experience mental ill health; most difficulties can be resolved with help/support; and that it is important to discuss my</p>	<p>Stereotypes</p> <p>(Y4 RETRIEVAL: I know what discrimination means and how to challenge it) R21</p> <p>I know what stereotypes are and what stereotyping is L9</p> <p>I know how stereotypes can negatively influence behaviours and attitudes towards others L9</p> <p>I know strategies for challenging stereotypes L9</p> <p>I know what prejudice is and how to recognise behaviours/actions which discriminate against others L10</p> <p>I know ways of responding to prejudice if witnessed or experienced L10</p> <p>I know about stereotypes in the workplace and that a person's career aspirations should not be limited by them L27</p>	<p>Finances</p> <p>I know about the different ways to pay for things and the choices people have about this L17</p> <p>I know that people have different attitudes towards saving and spending money L18</p> <p>I know what influences people's spending decisions and what makes something 'good value for money' L18</p> <p>I know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L19</p> <p>I know that people make spending decisions based on priorities, needs and wants L20</p> <p>I know who to speak to if I am worried about money and local initiatives that offer help (Household Support Fund, foodbanks)</p>	<p>Politics and Shared Responsibilities</p> <p>I know some reasons for why there are rules and laws; I know some of the consequences of not adhering to rules and laws L1</p> <p>I know there are human rights that are there to protect everyone and understand the relationship between rights and responsibilities L2 L3</p> <p>I know the importance of having compassion towards others L4</p> <p>I know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those I disagree with R34</p> <p>I know what shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L4</p> <p>I know ways of carrying out shared responsibilities for protecting the environment in school and at home; I know how everyday choices can affect the environment (e.g.</p>
----------------------	--	---	---	---	--	--

		<p>and being there for each other in times of difficulty R8</p> <p>I know how to recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice R9</p>	<p>feelings with a trusted adult H22</p> <p>I know about change and loss, including death, and how these can affect feelings; I know some ways to express and manage my grief / bereavement H23</p> <p>I know problem-solving strategies for dealing with emotions, challenges and change H24</p>			<p>reducing, reusing, recycling; food choices) L5</p>
<p>Year 5</p>	<p>Achievements and Careers</p> <p>I know what my individual and personal qualities are H27</p> <p>I know what my personal strengths, skills, achievements and interests are; I know how these contribute to a sense of self-worth H28</p> <p>I know strategies to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H29</p> <p>I know positive things about myself and my achievements; I know how</p>	<p>Risks</p> <p>(Y3 RETRIEVAL: I know the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming) H37</p> <p>I know how to predict, assess and manage risk in different situations H38</p> <p>I know hazards (including fire risks) that may cause harm, injury or risk in the home and what I can do to reduce risks and keep safe (including medicines and household products –</p>	<p>Puberty, Relationships and Conception (SRE)</p> <p>(Y2 RETRIEVAL: I know how to identify the external genitalia) Y5: I know how to identify the internal reproductive organs in males and females and how the process of puberty relates to human reproduction H30</p> <p>I know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H31</p>	<p>Friendships</p> <p>I know what it means to 'know someone online' and how this differs from knowing someone face-to-face, I know the risks of communicating online with others not known face-to-face R12</p> <p>I know that healthy friendships make people feel included; I know how to recognise when others may feel lonely or excluded and strategies for how to include them. I know the importance of seeking support if I am feeling lonely or excluded R13 R14</p> <p>I know strategies for recognising and managing peer influence and the desire for peer approval in</p>	<p>Images and the Media</p> <p>Across two lessons - one to consider printed materials, the other on chromebooks for independent research: I know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L12</p> <p>I know text and images in the media and on social media can be manipulated or invented L16</p> <p>I know some strategies to evaluate the reliability of sources and identify misinformation L16</p>	<p>Managing hurtful behaviour</p> <p><i>Consider appropriate sequence, it may work better to revise the Y3 objectives first.</i></p> <p>I know how to recognise pressure from others to do something unsafe or that makes me feel uncomfortable. I know strategies for managing this R28</p> <p>I know where to get advice and report concerns if worried about my own or someone else's personal safety (including online) R29</p>

	<p>to set goals to help achieve personal outcomes L25</p> <p>I know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L26</p> <p>I know what might influence people's decisions about a job or career (personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L28</p> <p>(Y4 RETRIEVAL: I know about stereotypes in the workplace and that a person's career aspirations should not be limited by them) L27</p>	<p>following instructions carefully) H39 H40</p> <p>I know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H41</p> <p>I know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H42</p> <p>I know what is meant by first aid and I know basic techniques for dealing with common injuries (Daisy First Aid) H43 H44</p> <p>*First Aid</p>	<p>I know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H32</p> <p>I know how babies are conceived and different ways people can choose to start a family H33</p> <p>I know that babies need to be cared for H33</p> <p>I know where to get more information, help and advice about growing and changing, especially about puberty H34</p>	<p>friendships; I know the effect of online actions on others R15</p> <p>I know friendships can change over time, about making new friends and the benefits of having different types of friends R16</p> <p>I know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R17</p> <p>I know how to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; I know how to manage this and ask for support if necessary R18</p>	<p>(Y5 RETRIEVAL: I know positive things about myself and my achievements. Use this lesson as an opportunity to celebrate each individual - confirm there is no need to alter their image!) L25</p>	<p><i>The remaining objectives are repeated from Y3 unit (all objectives are retrieval). Check content of Y3 resources and build / revisit as necessary.</i></p> <p>(KS1 RETRIEVAL: I know about the impact of bullying, including offline and online), Y3: I know strategies to respond to hurtful behaviour and how to get support <i>Check Y3 coverage and include/build on: teasing, name-calling, bullying, trolling, harassment, the deliberate excluding of others</i> R19 R20</p> <p>I know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online), I can recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R22 R25</p> <p>(KS1 RETRIEVAL: I know why someone may behave differently online, including pretending to be someone</p>
--	--	---	---	---	---	--

						<p>they are not). Y3: I know strategies for recognising risks, harmful content and contact and how to report concerns R23</p> <p>I know how to respond safely and appropriately to adults I may encounter (in all contexts including online) whom I do not know R24</p> <p>(KS1 RETRIEVAL: I know about safe secrets and when to break a confidence or share a secret), Y3: I know about seeking and giving permission (consent) in different situations others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R26</p>
Year 6	<p>Personal Identity</p> <p>(Y4 RETRIEVAL: I know what personal identity means, I know what contributes to who I am - ethnicity, family, faith, culture, hobbies, likes/dislikes) H25</p>	<p>Money (1 of 2)</p> <p>I know ways of keeping money safe L22</p> <p>I know about risks associated with money (e.g. money can be won, lost or stolen) L22</p> <p>I know about the risks involved in gambling;</p>	<p>Social Media</p> <p>(Y5 RETRIEVAL: I know how to assess the reliability of sources of information online; I know how text and images in the media and on social media can be manipulated or invented) L16</p>	<p>Rule of Law</p> <p>(Y3 RETRIEVAL: I know about rites of passage, how some historic practices are against British law and what to do and whom to tell if I think I or someone I know might be at risk) H45</p> <p>I know about the risks and effects of legal drugs</p>	<p>Enterprise Skills (Money 2 of 2)</p> <p>+ POST-SATs PROJECT (e.g. 'grow' £10, bake sale, car wash, vote on how to use any profits)</p> <p>I know different ways to keep track of money L21</p>	<p>Transition</p> <p>(Y5 RETRIEVAL: I know how to identify the external genitalia and internal reproductive organs in males and females and know how the process of puberty relates to human reproduction) H30</p>

	<p>(Y5 RETRIEVAL: I know my individuality and my personal qualities) H27</p> <p>(Y5 RETRIEVAL: I know how to identify the external genitalia in males and females); Y6: I know that, for some people, gender identity does not correspond with their biological sex H26</p> <p>(Y4 RETRIEVAL: I know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L9</p> <p>(Y5 RETRIEVAL: I know strategies to manage setbacks/perceived failures, including how to re-frame unhelpful thinking) H29</p> <p>Y6: I know my personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H28</p> <p>(Y2 RETRIEVAL: I know about the roles different people, e.g. acquaintances, friends and relatives, play in our lives how I feel about them) R1</p> <p>Y6: I know that people may</p>	<p>different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L23</p> <p>I know ways that money can impact on people's feelings and Emotions L24</p> <p>Shorter unit to allow for two full days of bikeability</p>	<p>I know ways in which the internet and social media can be used both positively and negatively L11</p> <p>I know about some of the different ways information and data is shared and used online, including for commercial purposes L13</p> <p>I know that information on the internet is ranked, selected and targeted at specific individuals and groups; I know that connected devices can share information L14</p> <p>I know things that are appropriate to share and things that should not be shared on social media; I know the UK rules surrounding distribution of images L15</p> <p>I know how to recognise if a friendship (online or offline) is making me feel unsafe or uncomfortable; I know how to manage this and ask for support if necessary R18</p> <p>I know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal</p>	<p>common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health H46</p> <p>I know that drug use can become a habit which can be difficult to break H46</p> <p>I know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H47</p> <p>I know some of the reasons why people choose to use or not use drugs (including nicotine, alcohol and medicines) H48</p> <p>I know that there are mixed messages in the media about drugs, including alcohol and smoking/vaping H49</p> <p>I know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; I know people I can talk to if I have concerns H50</p>	<p>I know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; I know that people may choose to do voluntary work which is unpaid L29</p> <p>I know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L30</p>	<p>(Y5 RETRIEVAL: I know about the physical and emotional changes that happen when approaching and during puberty, including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H31</p> <p>(Y5 RETRIEVAL: I know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene) H32</p> <p>(Y5 RETRIEVAL: I know how babies are conceived and different ways people can choose to start a family) H33</p> <p>Y6: I know about the new opportunities and responsibilities that increasing independence may bring H35</p> <p>Y6: I know the kind of job that I might like to do when I am older L31</p> <p>Y6: I know a variety of routes into careers (e.g. college, apprenticeship, university) L32</p> <p>Y6: I know some strategies to manage my</p>
--	---	---	---	--	--	---

	<p>be attracted to someone emotionally and romantically; I know that people may be attracted to someone of the same sex or different sex to themselves R2</p> <p>I know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R4</p> <p>I know safe ways to deal with sexual harassment R20</p> <p>*Bikeability</p>		<p>information or images of myself and others H42</p> <p>I know what to do if I am frightened or worried by something I have seen or read online and how to report concerns, inappropriate content and contact H42</p>			<p>transition to secondary school H36</p>
--	---	--	--	--	--	--

Year Group - Key Stage 3&4				
7	8	9	10	11
<p>Identity - Being me in the World</p> <ul style="list-style-type: none"> Who am I as a KAB student H1 Who am I - Identity H2 Who am I when I'm around my peers H3 Online identity H3, L24, L25, L27, R17 Why is diversity so valuable R41 Why are stereotypes so damaging L10, R40, R41, R39 How can I stand up for what is right R38, R40, R41 	<p>Careers</p> <ul style="list-style-type: none"> Reviewing of Unifrog & challenging career stereotypes L10, L13 Workplace skills you will learn in your subject L3, L7, L8, L14 Exploring pathways L3, L7, L11, L12, L14 Goal setting L3 Apprenticeships & technical education L3, L7, L11, L12, L14 Looking at socially just careers L3, L7, L11, L12, L14 Equality & Diversity in careers L3, L7, L11, L12, L14 	<p>Careers</p> <ul style="list-style-type: none"> Creating a diverse workplace L10, L13 Unlocking industries & employer spotlights L3, L7, L8, L14 Becoming model employees L3, L7, L8, L14 I didn't know that was a job L3, L7, L8, L14 Digital transformation L7 Green economy L7 Celebrating alumni L3, L7, L8, L14 	<p>Relationships & Sex Education</p> <ul style="list-style-type: none"> Health & unhealthy relationships R1, R3, R4, R7, R9, R1, R16 Relationship challenges R11, R12, R13, R14, R16, R17, R29, R30, R31, R32 Gender & sexuality R6 Readiness for sex & consent R2, R9, R18, R20, R21, H26 Contraception R23 STI & Sexual health Services H27, H28, H29 Relationship law, marriage, sexual assault and HBV R19, R33 	<p>Wellbeing</p> <ul style="list-style-type: none"> Introduction to wellbeing H10, H11, H13, H14, H16 Managing stress H10, H11, H13, H14 Staying healthy H10, H11, H13, H14 Mental health - motivation & staying focused H10, H11, H13, H14 First Aid & staying safe H17
<p>Careers - Beginning my Career</p> <ul style="list-style-type: none"> Login to Unifrog L2 Exploring my future L2, L4, L9, L14, L3, L6 Careers library R15, R16, L9 STEAM subjects L10 Looking ahead R15, R16, L1, L4, L5, H9 Who inspires you R15, R16, L1, L4, L5, H9 What skills do they 	<p>Personal Changes</p> <ul style="list-style-type: none"> Physical changes in puberty H34 Mental changes in puberty H34 Gender R3, R4, R5, Sexuality R3, R4, R5 Marriage & civil partnerships R6, R36 Stonewall/LGBTQ R3, R4, R5, The Future 	<p>Managing Pressure and Challenges</p> <ul style="list-style-type: none"> Choices Teenage pregnancy R34 My family & expectations R35 Loss, grief and bereavement R22 Sexting R29, R30 Abusive behaviours R37, R39 	<p>Pregnancy & Parenting</p> <ul style="list-style-type: none"> Unplanned pregnancy H33, R24, R27 Healthy pregnancy H30 Looking after a baby R25 Miscarriage & fertility H31, H32 Fostering & adoption R26 Menopause H26, H30, H31, H32, R24, R26 	<p>Careers</p> <ul style="list-style-type: none"> Post 16 choices & back up options L1, L21 Mock employer interview questions & interview process L1, L21 Creating a CV, covering letter and gaining references (2 lessons) L1, L21 The importance of studying the job

<p>have R15, R16, L1, L4, L5, H9</p>				<p>description & company L1, L21</p> <ul style="list-style-type: none"> The importance of self awareness & matching your skills to the job description L1, L21
<p>Looking After Me</p> <ul style="list-style-type: none"> Looking after me H13, H14, H15, H16, H17, H18, H19, H20, H21 Dreams & goals L3 Mental health/ emotions H6, H7, H9, H10 Social media & Peer pressure H6, H7, H9, H10 Mental health - Coping strategies H6, H7, H8, H11, H12 First Aid H33 	<p>Managing Risk and Social Influences</p> <ul style="list-style-type: none"> How do I assess risk & gambling H30, H31, H32 Online risks H17 Gangs R45, R46 Weapons R47 Alcohol & smoking R20, H24, H25, H26 Drugs R20, H23, H24, H25, H26, H27, H28, H29 	<p>Media Literacy & Staying Safe Digitally</p> <ul style="list-style-type: none"> Social media - opportunities & risk L20, L22 Consequences of social media L27 Privacy in an online world L21, L23, L25, L26 Social media & the truth L23, L24, L27 Body image & social media H3 Online extremism L26, L28, L29 	<p>Careers - Standing out & making a great impression</p> <ul style="list-style-type: none"> Workplace culture L1, L10, L11, L12 How can I stand out & make a great impression L1, L21 Enterprise challenge L1, L10, L11, L12 Pathways to Sixth form & Higher education L4, L6 Apprenticeships & traineeships L4, L6 Dress to impress L1, L21 	<p>Social Pressures & the Media</p> <ul style="list-style-type: none"> Recognising & responding to manipulation, persuasion or coercion Risk of gangs R35, R37 Organised crime R38 Sexting R22 Pornography* R8 Consent R2, R9, R18, R20, R21, H26 <p><small>*Student choice to be taken into account in accordance with age guidelines</small></p>
<p>Community & Social Skills</p> <ul style="list-style-type: none"> What does our school community look like R38, R40, R41 Hidden disabilities R38, R40, R41 ADHD R38, R40, R41 Dyslexia & Dyscalculia R38, R40, R41 Self belief, confidence & positive language R38, R40, R41 Assertiveness in relationships R38, R40, R41 	<p>Relationships</p> <ul style="list-style-type: none"> Romantic & intimate relationships R9, R10, R11, R18 Challenges in relationships R19, R20, R21, R23 Relationships & the media R7, R8 Consent and communication R12, R18, R20, R24, R25, R26, R27, R28, R31 Contraception R32, R33, H35 STI H36 	<p>Managing Personal Finances</p> <ul style="list-style-type: none"> Managing financial decision & taking risks L5, L15, L16, L17, L18 Budgeting L16 Savings & pensions L16 Financial products & insurance L17 Financial exploitation L19, L20 Young people's employment rights L13, L14, L15 	<p>Revision Strategies</p> <ul style="list-style-type: none"> Revision overview - Mindmaps L1, L2, L3 Flashcards L1, L2, L3 Cornell notation L1, L2, L3 Memory training L1, L2, L3 Organising revision L1, L2, L3 Productive revision L1, L2, L3 	

<p>Healthy Relationships</p> <ul style="list-style-type: none"> • Healthy relationships R1, R2, R9, R10, R13, R14 • Personal space • Conflict management & resolution R15, R16, R19 • Negotiation R15, R16, R19 • Debating challenge prep R15, R16, R19 • Debating challenge R15, R16, R19 	<p>Taking Responsibility for Health and Wellbeing</p> <ul style="list-style-type: none"> • Healthy habits H11, H12, H18 • Taking responsibility for me H13, H14, H16 • Blood & organ donation H15 • Body modifications H17 • First Aid H24 • FGM H22 	<p>Managing Risk, Substances & Safety</p> <ul style="list-style-type: none"> • Identifying & managing social risk H22, H4 • What is addiction H21 • Gambling H25 • Vaping H19, H20 • County lines R20, H23, H24, H25, H26, H27, H28, H29 • Identifying & responding to emergency situations H23 		
<p>Online Safety</p> <ul style="list-style-type: none"> • Cyber bullying & trolling L20, L21, L22 • Online grooming & Online safety L21, L23, L25, L26 • Sexting & Pornography H3 • Social media L21, L23, L25, L26 • Internet online safety and The dark web H3 • Deep fake & Artificial intelligence H3 	<p>Citizenship</p> <ul style="list-style-type: none"> • Democracy in the UK • Liberty & responsibility • Political parties & voting • Citizens in the community • Multicultural Britain • Supporting your community 	<p>Flourishing as a GCSE student</p> <ul style="list-style-type: none"> • Flourishing as a GCSE student L1 • Study skills 1 - Personal organisation • Study skills 2 - Effective notetaking L1 • Study skills 3 - Productive revision L1 • How can I build & maintain good mental health H6, H7, H8, H9, H10 • How can I help myself & others through mental health challenges H6, H8, H10 • How can I challenge prejudice & discrimination R21 		
<p>Climate Education</p> <ul style="list-style-type: none"> • Climate change & effects • Climate change 				

documentary <ul style="list-style-type: none"> Life below water Life on land Rail & road safety 				
--	--	--	--	--

Year Group - Key Stage 5	
12	13
Flourishing as a KAB6 student <ul style="list-style-type: none"> Who am I as a KAB6 student H1 Managing identity in times of transition H1 Study skills 1 - Personal organisation H1 Study skills 2 - Effective note taking H1 Study skills 3 - Productive revision H1 Mental health in times of transition H1, H4, H6, H7, H13 How and why we should celebrate cultural diversity R25 	Careers <ul style="list-style-type: none"> How to apply and creating an action plan L5, L6 CV, Referee and References L5, L6 Acting the Interview, Role play and Dress to Impress L5, L6 Independent Research and Applications L2, L3 Acting the Interview L5, L6
Personal Health - Wellbeing and Safety <ul style="list-style-type: none"> Personal health and wellbeing H8, H9, H10, H11, H12 Mental health H5, H6 Body modification H2, H3 Alcohol H21, H22, H23, H24 Drugs H21, H22, H23, H24 Travel H15 Extremism L25 	Employment Rights and Responsibilities <ul style="list-style-type: none"> Building professional relationships in the workplace and boundaries R4, R10 Challenging inappropriate behaviour in the workplace L8, L9, L11, L12 Confidentiality, Security and Data Handling L10 Travelling Abroad H16 Mental Health H5, H6
Opportunities & Pathways Post 18 <ul style="list-style-type: none"> Global Market Place L4, L7 Pathways 1 - Apprenticeships L2, L3 Pathways 2 - University L2, L3 Pathways 3 - Employment L2, L3 Pathways 4 - Gap Year L2, L3 Employment Skills and Personal Branding L2, L3 	Looking After Yourself and Others <ul style="list-style-type: none"> First Aid H33 Consent R16, H19, H20 Gambling H14, R9 Alcohol H21, H22, H23, H24 Online Safety and Sexting R22 Responsible Health Choices H8, H9, H10, H11, H12
Managing Finances <ul style="list-style-type: none"> What is Personal Finance L14 Budgeting L13 	

<ul style="list-style-type: none"> ● Loans and Bank Accounts L17 ● Financial Difficulties L18, L19 ● Mortgages, Savings, Investments and Pensions L15 ● Consumer Law L16 ● Revising 	
<p>Being Safer in the Wider World</p> <ul style="list-style-type: none"> ● Being safe online L20, L21, L23, H14, R19, R5 ● Being a critical consumer online L24 ● Being safe in relation to others, diffusing social situations & gangs R19, R23, R24 ● Bullying, prejudice and discrimination R2 ● Forced marriage and Honor based violence R21 ● First Aid H17 	
<p>Developing and Maintaining Healthy Relationships</p> <ul style="list-style-type: none"> ● Healthy and unhealthy relationships R1, R2, R3, R7, R8,R9, R20 ● Consent R11, R12 ● Sexual abuse and domestic violence R13, R20, R22 ● Contraception R15, R16, R17, R18, H18, H19 ● STIs R16, H19, H20 ● Pregnancy and parenting R14, R18 	

Appendix 2 - Information students should know

This is based on statutory guidance on relationships education, relationships and sex education (RSE) and health education:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

By the end of Primary students should know

Families and people who care for me

Pupils 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

Pupils 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 violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils 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 giving in relationships with friends, peers and adults

Online relationships

Pupils 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

Pupils 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 the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

By the end of Secondary students should know

Families

Pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
 - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
 - reconciliation and ending relationships, this includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
- 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 people in positions of authority and due tolerance of other people's beliefs
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

Being safe

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online

Intimate and sexual relationships, including sexual health

Pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)

- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment