# Windsor Academy Trust

***(Insert Academy Details)***

| **Relationship and Sex Education (RSE) and Health Education Policy**<br><br>**Primary** | |
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| **Responsible Committee:** | Education Performance and Standards Committee |
| **Implementation date:** | September 2026 |
| **Next review date:** | July 2027 |

**All SRE (sex and relationships) has been amended to RSE (relationships and sex) throughout the policy except if referring to external documents where SRE is used**

| DOCUMENT CONTROL | |
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| **VERSION NUMBER:** | V1.0 |
| **POLICY STATUS:** | Statutory |
| **POLICY TYPE:** | Trustwide |
| **REQUIRED TO PUBLISH:** | Yes |
| **POLICY LEAD:** | Director of Education |

| VERSION CONTROL | | |
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| **VERSION** | **DATE** | **CHANGES** |
| V X.X * | DATE WRITTEN | SCHEDULED REVIEW<br><br>NEW POLICY<br><br>POLICY RE-WRITE<br><br>REVIEW TO GIVE EFFECT TO CHANGES IN STATUTORY GUIDANCE<br><br>CHANGES TO NAMED PERSONNEL<br><br>OTHER – ENSURE SPECIFIED |
| | | |

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**Introduction**

This policy outlines for all stakeholders, the key elements of Relationships and Sex Education (RSE) delivery across the primary schools of Windsor Academy Trust. All schools must have an up to date RSE policy which is made available for different stakeholders. The policy will:

- Define relationships and sex education;
- Describe how relationships and sex education is provided and who is responsible for providing it;
- Explain how relationship and sex education is monitored and evaluated;
- Include information about parents' rights to withdrawal;
- Be reviewed annually.

1. Aims and objectives

1.1 The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

1.2 The Windsor Academy Trust Primary RSE policy therefore has the following aims:

- To provide the knowledge and information to which all students are entitled
- To raise students' self-esteem and confidence, especially in their relationships with others
- To help students develop skills (language, decision making, choice and assertiveness) and make the most of their abilities
- To develop students' skills for a healthier and safer lifestyle
- To develop students' communication skills and assertiveness skills to cope with the influences of their peers and the media
- To ensure students know how to keep themselves safe when using social media
- To provide a description of how RSE is delivered, monitored and evaluated in school
- To help students learn to respect and care for their bodies

- To prepare students for puberty and adulthood
- To help students learn how to gain access to information and support.

1.3 At the end of Key Stages 1 and 2, students will have had opportunities to gain the knowledge and skills necessary to build and maintain healthy, respectful relationships focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. They will also have considered their own and others' attitudes towards relationships and the scientific aspects of sex, as they begin to develop positive values which will guide them in making healthy choices in their future relationships.

2. Statutory requirements

2.1 Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- DfE 2000 Sex and Relationships Education guidance DfE Guidance.
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Children and Social Work Act (2017)
- Keeping children safe in education – Statutory safeguarding guidance
- Sex and Relationship Education (SRE) for the 21st century' (2019)
- Relationship and Sex Education (RSE) and Health Education (2020)
- Development Matters - non-statutory curriculum guidance for EYFS (2020).

2.2 *Revised definitions:*

'Relationships and sex education (RSE) and health education' July 2020, replaces 'Sex and Relationships guidance', 2000. Relationship and sex education and Health education are now compulsory. This guidance applies to all schools providing primary education. The statutory guidance specifies what students should know by the end of primary school.

2.3 *Relationships and sex education:*

Families, Respectful relationships and friendships, online and media, being safe, intimate and sexual relationships, including sexual health.

2.4 *Physical health and mental wellbeing:*

Mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and an introduction to the key changes to the body, during puberty.

3. Policy development and review

3.1 This policy was written by the combined primary PSHE/RSE subject leaders of Windsor Academy Trust, using materials referenced above. There are sections within this policy which are individualised and are adapted by each setting. Parents/carers in each setting were invited to feedback on the policy and are able to view the policy on each school's website. The policy was then disseminated to all staff so that they were able to provide feedback. This policy will be approved by the Trust Board and is shared with the Local Advisory Board of each individual school to ensure that it is implemented in practice.

3.2 The RSE policy for staff will be monitored and reviewed annually by key senior staff and the primary PSHE/RSE subject leaders of Windsor Academy Trust. Any review of the policy will take into consideration the needs of students and national advice and guidance. Any recommended changes need to be approved by the Trust Board on an annual basis.

3.3 All children are entitled to a good quality RSE curriculum that meets their needs. [INSERT SCHOOL NAME] will involve its students from Years 1 to year 6 in having a say in developing RSE practice. RSE will be audited and reviewed regularly to ensure that it meets the needs of the students across the academy trust and each individual school.

3.4 Pupils in the Early Years Foundation Stage, will be entitled to good quality PSED (Personal, Social and Emotional Development) which meet their needs. Windsor Academy Trust primary schools will involve its pupils in Nursery and Reception classes in developing PSED practice, as documented in Development Matters (2020).

4. Defining Relationships and Sex Education

4.1 Relationships and sex education (RSE) is learning about our bodies, health and relationships; with a particular focus on different types of relationships, personal health and hygiene, mental wellbeing, dealing with emotions and managing personal relationships. In upper KS2, this will also include teaching about puberty and changes to the body during adolescence. RSE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child. It responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up.

4.2 RSE teaches children to develop values, attitudes, and learn personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices and understand the importance of caring and loving relationships. As such it has a significant role to play in a child's social, moral, spiritual and cultural development.

4.3 RSE makes an essential and significant contribution to safeguarding children during their school-age years and into the future. RSE should enable young people to develop skills and confidence to access professional advice and appropriate health services. It enables children to understand their physical and emotional development and enables them to take increasing responsibility for their own health and wellbeing and that of others.

4.4 "Effective relationships and sex education is essential if young people are to make responsible and well informed decisions about their lives. School provides a setting in which young people can be offered appropriate RSE. The purpose of RSE is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development and by helping them to understand themselves, respect others and form and sustain healthy relationships". RSE is not about the promotion of sexual activity.

5. Delivering the RSE Curriculum

5.1 The delivery of relationships and sex education is factual, sensitive and balanced, not judgemental. RSE encourages in students a heightened awareness of the significance of family life, marriage and stable and loving relationships. The personal beliefs and attitudes of teachers will not influence the teaching of relationship and sex education.

5.2 All those who teach aspects of RSE within INSERT SCHOOL NAME] are expected to be guided by following the values framework. The teaching of RSE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another.

5.3 How RSE delivered at [INSERT SCHOOL NAME]. The organisation and delivery of RSE is via dedicated lessons throughout the academic year as part of the school's PSHE curriculum. Some aspects of the RSE curriculum are taught through science, computing and physical education. It is coordinated by the PSHE subject lead and overseen by the Deputy Headteacher. The key curriculum aspects of RSE are based on the DfE RSE Statutory Guidance DfE Guidance and taught using a question-based approach. The WAT long-term curriculum progression map can be seen in appendix 2.

[ADAPT PARAGRAPH 5.3 TO SUIT EACH ACADEMY]

5.4 Our RSE curriculum provides a strong basis for educating young people about respectful relationships and appropriate behaviour. However, there may be issues that arise that need addressing before they appear in our RSE curriculum map. Where this is the case, we will provide educational intervention with individuals, groups of cohorts sooner to ensure that issues are addressed proactively.

5.5 At Windsor Academy Trust schools, relationships 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.

5.6 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).

5.7 For more information about our RSE curriculum, see Appendix 1 and 2.

5.8 Resources for all lessons, activities and events are developed and/or sourced from specialist organisations such as the PSHE Association, Healthy Schools Croydon, Dudley Healthy Schools, Home Office, NSPCC and INSERT SCHOOL INFO]. These are checked for suitability before use. All resources are evaluated after use by staff and students.

5.9 Students are taught in appropriate groups and may be taught in mixed or single gender groups depending upon the nature and sensitivity of the topic. Support for individual students

and groups, information and signposting advice can be offered by the RSE/PSHE lead or a member of the senior leadership team in each primary academy.

5.10 Visitors to any Windsor Academy Trust primary school, such as health professionals and members of voluntary organisations, may be invited to contribute to RSE sessions. They will be given a copy of this policy and will be expected to work within the values framework described within. A teacher will always be present during the session. Prior to agencies attending the school, key members of staff must ensure that:

- Appropriate checks have been made
- Their input is integrated within a planned programmeAppropriate planning sheets/lesson plans have been produced
- School/Class background information has been issued
- Resources have been checked for suitability
- Confirmation of dates and times have been confirmed in writing
- An evaluation process has been agreed.

5.11 Each Windsor Academy Trust primary school will inform parents/carers when aspects of the RSE programme are taught. Students cannot be withdrawn from any part of RSE which falls within the statutory National Curriculum Science orders. Any complaints or questions about the delivery of RSE should be addressed to the headteacher of the primary school attended.

6. Roles and responsibilities

6.1 The Trust Board is responsible for approving the RSE Policy.

6.2 The Local Advisory Board of each Windsor Academy Trust school will be aware of the RSE policy, and hold the headteacher to account for its implementation.

6.3 The headteacher in each academy is responsible for ensuring that RSE is taught consistently well across the school.

6.4 The RSE/PSHE curriculum leader in each academy is responsible for ensuring RSE content is taught, assessed and reviewed. This may be in conjunction with the headteacher. The RSE/PSHE curriculum leader in each academy will report directly to the relevant senior leader.

6.5 Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- The non-statutory/non-science components of RSE.

6.6 Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE curriculum leader or their headteacher.

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

7. Parents' right to withdraw

7.1 It is important to note that at primary level, relationship and health education will be taught as per Government guidance and therefore no sex education will be taught (these are taught in secondary school). However, as per the statutory guidelines, the scientific aspects of the human life cycle and puberty will be taught at primary.

7.2 Parents do not have the right to withdraw their children from Health or Relationships education at primary level.

## 8. Equal Opportunities

8.1 All students are entitled to receive relationships and sex education regardless of ability, gender, race, religious belief or grouping. Through relationship and sex education, we seek to develop a positive view of female and male sexuality.

8.2 We ensure RSE is inclusive and meets the needs of all our students including those with special education needs and disabilities (SEND) by providing specialist support and follow up conversation where necessary.

8.3 It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.

8.4 Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in RSE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

## 9. Safeguarding/Confidentiality/Reporting

9.1 Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a child protection issue. If this happens staff should follow the guidance in the [INSERT SCHOOL NAME] Safeguarding and Child Protection policy. Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection.

9.2 We will ensure that every young person is clear who they can raise concerns with in school if they have witnessed or been the subject of inappropriate sexualised behaviour, (including peer on peer abuse or online abuse). As stated in our Safeguarding and Child Protection Policy, sexual harassment or violence of any kind is not acceptable and will not be tolerated. It should not be passed off as ‘banter’ or ‘having a laugh’. These are our guiding principles when listening and responding to students’ views and disclosures. Any students found to be behaving inappropriately will be sanctioned in accordance with our behaviour policy.

9.3 Should any parents be concerned about their child having witnessed or been the subject of inappropriate sexualised behaviour (including peer on peer abuse or online abuse), then they should report it immediately to a senior leader in school.

9.4 This policy must be read in conjunction with the academy’s Safeguarding and Child Protection policy and E-safety policy where there is wide-ranging guidance on specific safeguarding issues.

## 10. Training

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

## 11. Monitoring arrangements

11.1 The delivery of RSE is monitored in each academy by the respective RSE/PSHE curriculum leader and members of the senior leadership team.

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

11.3 This policy will be reviewed by key senior staff and primary RSE/PSHE subject leaders of Windsor Academy Trust. At every review, the policy will be approved by the Trust Board.

**Appendix 1 - What children should know by the end of primary school**

**Relationships Education (Primary)**

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| **Families and people who care for me** | ● that families are important for children growing up because they can give love, security and stability.<br>● 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.<br>● 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.<br>● 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.<br>● that marriage13 represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.<br>● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| **Caring friendships** | ● how important friendships are in making us feel happy and secure, and how people choose and make friends.<br>● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.<br>● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.<br>● 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.<br>● how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |
| **Respectful relationships** | ● the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.<br>● practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners.<br>● the importance of self-respect and how this links to their own happiness.<br>● 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.<br>● what a stereotype is, and how stereotypes can be unfair, negative or destructive. |

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| | • the importance of permission-seeking and giving in relationships with friends, peers and adults. |
| **Online relationships** | • that people sometimes behave differently online, including by pretending to be someone they are not. |
| | • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.<br>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.<br>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.<br>• how information and data is shared and used online. |
| **Being safe** | • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).<br>• 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.<br>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.<br>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.<br>• how to recognise and report feelings of being unsafe or feeling bad about any adult.<br>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.<br>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.<br>• where to get advice e.g. family, school and/or other sources. |
| **Mental wellbeing** | • that mental wellbeing is a normal part of daily life, in the same way as physical health.<br>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.<br>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.<br>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.<br>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.<br>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.<br>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.<br>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. |

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| | ● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).<br>● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| **Internet safety and harms** | ● that for most people the internet is an integral part of life and has many benefits. |

**Physical health and mental wellbeing: Primary**

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| | ● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.<br>● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.<br>● why social media, some computer games and online gaming, for example, are age restricted.<br>● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.<br>● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.<br>● where and how to report concerns and get support with issues online. |
| **Physical health and fitness** | ● the characteristics and mental and physical benefits of an active lifestyle.<br>● the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.<br>● the risks associated with an inactive lifestyle (including obesity).<br>● how and when to seek support including which adults to speak to in school if they are worried about their health. |
| **Healthy eating** | ● what constitutes a healthy diet (including understanding calories and other nutritional content).<br>● the principles of planning and preparing a range of healthy meals.<br>● the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| **Drugs, alcohol and tobacco** | ● the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| **Health and prevention** | ● how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.<br>● about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. |

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| | ● the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.<br>● about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.<br>● about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.<br>● the facts and science relating to allergies, immunisation and vaccination. |
| **Basic first aid** | ● how to make a clear and efficient call to emergency services if necessary.<br>● concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| **Changing adolescent body** | ● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.<br>● about menstrual wellbeing including the key facts about the menstrual cycle. |

## Appendix 2 - RSE Overview and Skills Progression Document (Primary)

<table>
<tr><td>Core themes across all year groups:</td><td colspan="2">Relationships and Responsibilities</td><td>Health and Wellbeing</td><td colspan="2">Living In The Wider World</td></tr>
<tr><td rowspan="2">RSE Guidance Categories</td><td colspan="2">Families and People Who Care for Me</td><td>Caring Friendships</td><td colspan="2">Respectful Relationships</td></tr>
<tr><td colspan="2">Online Relationships</td><td colspan="3">Being Safe</td></tr>
<tr><td colspan="6">Long Term Overview</td></tr>
<tr><td>Year Group</td><td>Autumn 1</td><td>Autumn 2</td><td>Spring 1</td><td>Spring 2</td><td>Summer 1</td><td>Summer 2</td></tr>
<tr><td>Year 1</td><td><u>What is the same and different about us?</u><br>Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups.<br>★</td><td><u>Who is special to us?</u><br>Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities<br>★</td><td></td><td></td><td><u>Who helps to keep us safe?</u><br>Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help<br>★</td><td><u>How can we look after each other and the world?</u><br>How kind and unkind behaviour can affect others. How people and animals need to be looked after and cared for including the environment. How people grow and change.<br>★</td></tr>
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| Year 2 | **What makes a good friend?**<br>How to make friends with others and | **What is bullying?**<br>Hurtful teasing and bullying is wrong, what to do about bullying; | | **What helps us to stay safe?**<br>how rules and restrictions help them to keep safe | | **How do we recognise our feelings?**<br>Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings.<br>★ |

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| | recognise when they feel lonely and what they could do about it. How people behave when they are being friendly and what makes a good friend. How to resolve arguments and ask for help. ★ | unsafe secrets; inappropriate touch what to do if it happens. ★ | | ( (e.g. basic road, fire, cycle, water safety and online). How to identify risky and potentially unsafe situations and how to avoid or remove themselves from them ★ | | |
| Year 3 | **How can we be a good friend?** Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback ★ | **What keeps us safe?** Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe ★ | **What are families like?** How families differ from each other ( e.g. single parents, same sex parents, step-parents, blended families, foster/adoptive parents) Common features of positive family life ( e.g. celebrations, special days or holidays) including caring for each other. ★ | | | |

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| Year 4 | | **How do we treat each other with respect?**<br>How people's behaviour affects themselves and others, including online Recognising respectful behaviour and the relationship between rights and responsibilities. Discuss confidence or secret. Disrespect or discrimination • how to respond to inappropriate behaviour (including online).<br>★ | **How can we manage our feelings?**<br>Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings<br>★ | | **How can our choices make a difference to others and the environment?**<br>Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe.<br>★ | **How can we manage risk in different places?**<br>How to recognise, predict, assess and manage risk. How to keep safe in the local environment and less familiar locations. Look at peer behaviour/approval. Online actions/safety (also personal information requests). Rules, restrictions and laws exist to help people keep safe.<br>★ |

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| Year 5 | **<u>What makes up a person's identity?</u>**<br>Recognise and respect similarities/differences.( e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes). Discuss personal qualities (including that gender identity is part of personal identity and for some people does not correspond with their | | | **<u>How can friends communicate safely?</u>**<br>How friends and family communicate together; how the internet and social media can be used positively. How to recognise risk in relation to friendships and keeping safe. Content online.How to respond if a friendship is making them feel worried, | | |

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| | biological sex). About stereotypes and how they can negatively influence behaviours and attitudes towards others. ★ | | | unsafe or uncomfortable. ★ | | |
| Year 6 | | **How will we grow and change?** Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice ★ | **How can the media influence people?** How the media, including online, can affect people's Wellbeing. Not everything should be shared online and the rules. Fake news.can influence opinions and decisions. How to evaluate how reliable different types of online content and media. Recognise unsafe or suspicious content online and what to do about it. How to recognise the risks involved in gambling and the impact it might have. To discuss and debate what influences people's decisions, taking into consideration different viewpoints. ★ | **What will change as we become more independent? How do friendships change as we grow?** How growing up and becoming more independent comes with increased opportunities and responsibilities. How friendships may change as they grow and how to manage this. How to manage change, including moving to secondary school. How to ask for support or where to seek further information and advice regarding growing up and changing. ★ | |

★ The star symbol on this curriculum map represents topics within all three core themes that explicitly cover content within relationships education.