

Primary: Relationships (Sex) and Health Education (RSHE) Policy

The Beeches Primary School



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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

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

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)

- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Beeches Primary we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

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

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

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSE

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

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

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

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

1. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

➤ Give careful consideration to the level of differentiation needed

2. Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use

- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) or deputy designated safeguarding lead

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 Curriculum Leader, David French.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE.

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

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

10. Training

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by David French, and other members of the school leadership team through:

Pupil Voice

Monitoring of lessons

Staff feedback



The Beeches Primary School

PSHE Curriculum – September 2026

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Intent

At The Beeches Primary School, our PSHCE and RSHE curriculum sits at the heart of what we do. Many of our children begin their education with social, emotional and communication needs that are significantly lower than age-related expectations. Our curriculum is therefore deliberately designed to teach the knowledge, skills and attitudes pupils need to thrive, both now and in the future.

Our intent is to ensure every child:

- knows more, remembers more and understands more about how to lead safe, healthy and fulfilling lives
- develops the confidence, resilience and communication skills needed to build positive relationships
- understands their rights and responsibilities as valued members of a diverse community
- develops a strong sense of self-worth and identity
- is fully prepared to play a positive role in society, both in childhood and adulthood

To support this, our curriculum is structured around six school characters— Ravi Relationships, Safety Sam, Online Ollie, Wellbeing Willow, Worldwide Wren, and Growing Grace— each representing a key theme of RSHE. These characters provide continuity and a child-friendly identity for the curriculum, enabling pupils to relate to complex ideas through storytelling and scenario-based learning.

Every lesson begins with a learning question directed at the character, such as “How can we help Safety Sam understand which touches are safe?” This promotes purposeful learning and ensures children understand what they are trying to learn and why.

Lessons end with a plenary scenario, where pupils demonstrate their understanding by “teaching” the

Implementation

PSHCE and RSHE are taught through a clear, progressive and spiral curriculum from Reception to Year 6. Each year revisits the six core themes—Relationships, Safety, Online Safety, Wellbeing, Citizenship/World, and Growth—at increasing levels of depth, ensuring secure knowledge and progression.

Key features of implementation include:

1. A structured, whole-school progression map

The progression map we have developed outlines clear ‘to know’ statements, expanded detail, key vocabulary and learning questions for every year group. Knowledge builds incrementally from Early Years to Year 6, ensuring full coverage of statutory RSHE content.

2. The six RSHE characters

Each half-term centres on one character, supporting:

- consistency across the school
- memorable learning
- emotional connection to abstract concepts
- age-appropriate scaffolding for safeguarding themes

This shared structure ensures that, each half-term, the whole school learns about the same theme at an appropriate level.

3. Learning questions and plenary scenarios

- Every lesson begins with a learning question addressed to the character
- Every lesson ends with a plenary scenario where pupils apply their knowledge by advising the character

This consistent structure supports metacognition, retrieval practice and real-world application.

4. Alignment with statutory RSHE 2025 guidance

Our curriculum includes:

- Families and relationships
- Respectful relationships
- Friendships
- Being safe
- Consent and boundaries
- Online relationships and digital literacy
- Mental wellbeing
- Physical health and healthy lifestyles
- Puberty and the changing body
- Basic first aid
- Drug, alcohol and tobacco education (UKS2)
- Human reproduction (Year 5/6 only, non-graphic and age-appropriate)

5. Wider curriculum and whole-school ethos

RSHE is reinforced through:

- weekly assemblies
- British Values and SMSC
- pupil leadership roles
- safeguarding education
- whole-school events (Anti-Bullying Week, Online Safety Week, Mental Health Awareness Week)
- visits (e.g. the Life Education Bus)
- cross-curricular links (Science, Computing, PE)

Impact

By the end of each phase, children can talk confidently about how to keep themselves safe, healthy and emotionally well, and how to build and maintain respectful relationships.

In EYFS and Key Stage 1, children will:

- recognise their emotions and begin to self-regulate
- understand that their body belongs to them
- describe simple ways to stay safe offline and online
- build early friendships confidently
- understand the difference between kind/unkind behaviour
- begin to understand the diversity of families and communities

By the end of Key Stage 2, children will:

- understand how respectful relationships contribute to wellbeing
- recognise early signs of unhealthy or controlling behaviour
- manage conflict maturely and communicate assertively
- understand the physical and emotional changes of puberty
- know how to manage menstruation and bodily hygiene
- understand the basic science of human reproduction
- navigate online platforms safely and responsibly
- understand their rights, responsibilities and British Values
- demonstrate empathy, tolerance and emotional resilience
- challenge discrimination and stereotypes
- make informed choices about health, money and personal safety

Pupil outcomes

Our pupils leave The Beeches as:

- confident, articulate communicators
- emotionally literate young people capable of recognising and managing big feelings
- safe online users who know how to report concerns
- respectful, outward-looking citizens who value diversity
- resilient learners ready for secondary school

Most importantly, they leave us with the knowledge and confidence to navigate the world safely, form healthy relationships and make positive choices for their wellbeing.

Meet our characters:

 Growing Grace Help Grace understand growing.	Worldwise Wren Help Wren learn about the world 	 Wellbeing Willow- Help Willow understand emotions
 Online Ollie Help Ollie stay safe online.	 Safety Sam Help Sam stay safe.	Relationships Ravi Help Ravi understand relationships. 

EYFS					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships Ravi Help Ravi understand relationships. 	 Growing Grace Help Grace understand growing.	 Online Ollie Help Ollie stay safe online.	 Safety Sam Help Sam stay safe.	 Wellbeing Willow- Help Willow understand emotions	Worldwise Wren Help Wren learn about the world 

Knowledge: To know that families love and care for us (families help us with food, bedtime, cuddles, keeping us safe, looking after us when we are ill) Learning Question: How will Ravi know that families help us feel loved and cared for? Plenary Scenario: Ravi thinks families just cook and tidy. What else could you teach him about how families show love and care?	Knowledge: To know that bodies grow and change (babies → toddlers → children → adults; height, teeth falling out, hair growing) Learning Question: How will Growing Grace learn that bodies change as we grow? Plenary Scenario: Grace says she wants to stay the same forever. What can you teach her about growing?	Knowledge: To know that we use devices to learn and play (tablets, phones, computers; used for games, videos, calls, information) Learning Question: How can we help Online Ollie understand what devices are for? Plenary Scenario: Ollie thinks tablets are only for games. What else can you teach him about devices?	Knowledge: To know that our body belongs to us (body autonomy; we decide who touches us; noticing “comfortable” vs “uncomfortable” touch) Learning Question: How will Safety Sam learn that his body belongs to him? Plenary Scenario: Sam says someone held his hand when he didn’t want them to. What can you teach him about his body belonging to him?	Knowledge: To know that we all have feelings (happy, sad, scared, angry, excited — learning faces, voices, and body language) Learning Question: How will Wellbeing Willow know what different feelings look like? Plenary Scenario: Willow thinks grown-ups never feel sad. What can you teach her about feelings?	Knowledge: To know that we are part of a community (class, school, local area, helpers such as teachers, cleaners, cooks, police, nurses) Learning Question: How will Worldwide Wren learn what a community is? Plenary Scenario: Wren says, “I only belong to myself.” How can you teach her about communities?
Knowledge: To know that families can look different (single parents, two parents, same-sex parents, blended families, carers, adoptive families, grandparents) Learning Question: How can we help Ravi see that all families are special in their own way? Plenary Scenario: Ravi sees a family with two mums and says, “That’s not a real family.” What could you teach him?	Knowledge: To know the names of basic body parts (head, arms, legs, hands, feet, tummy, elbows, knees — “private parts” may be introduced as “covered parts”) Learning Question: How can we help Grace name different body parts? Plenary Scenario: Grace points to her elbow and calls it her knee. How can you help her name her body parts?	Knowledge: To know that we must ask before using someone else’s device (asking permission, waiting, respecting rules) Learning Question: How will Online Ollie remember to ask before he uses a device? Plenary Scenario: Ollie picks up someone else’s tablet without asking. What should he do instead?	Knowledge: To know that we can say “no” to touch we don’t like (saying “no,” stepping back, telling an adult; examples: hugs, tickles, close contact) Learning Question: How can we teach Safety Sam to say ‘no’ if something doesn’t feel right? Plenary Scenario: Sam’s friend tickles him and he doesn’t like it. What should he do?	Knowledge: To know that feelings change during the day (feelings come and go depending on events — morning vs afternoon feelings) Learning Question: How can we help Willow understand that feelings come and go? Plenary Scenario: Willow was happy earlier but annoyed now and thinks something is wrong. What could you tell her?	Knowledge: To know that people have similarities and differences (skin tone, hair, families, food, languages, festivals, likes/dislikes, hobbies) Learning Question: How can we show Wren that people can be different and still belong? Plenary Scenario: Wren says someone’s lunch is “wrong” because it’s different. What can you teach her about similarities and differences?
		Knowledge: To			

The EYFS Emotion Curriculum

Rationale – EYFS Emotions Curriculum

Big Feelings, Small Steps: Supporting Emotional Development in Early Years

At The Beeches Primary School, the EYFS Emotions Curriculum has been developed in direct response to Priority 5.2 of the School Improvement Plan: Big Feelings, Small Steps. This priority recognises that many of our youngest children arrive with limited emotional vocabulary and underdeveloped self-regulation skills, which can impact their readiness to learn, form relationships and engage meaningfully with the wider curriculum.

The rationale for this curriculum is grounded in the understanding that emotional literacy is foundational to all learning. By explicitly teaching children to recognise, name and manage their emotions, we support them to build resilience, develop self-awareness and begin the vital journey from co-regulation to self-regulation. This approach aligns with the SIP's ambition to refine the EYFS PSED curriculum through structured, supportive teaching that prioritises emotional regulation and wellbeing

The introduction of Emotion Explorer Eli and Emotions Aisha provides a consistent, child-friendly framework through which children can explore complex feelings in a safe and relatable way. These characters allow emotional learning to be taught through story, role-play and real-life scenarios, enabling children to practise emotional strategies in a developmentally appropriate context. This supports the SIP's focus on embedding emotional literacy through storytelling, modelling and guided discussion

The curriculum also strengthens provision through:

- Visual supports such as Feelings Check-In boards
- Emotion Coaching language used consistently by adults
- Safe spaces such as the "Cozy Corner"
- Explicit modelling of calming strategies and co-regulation
- Targeted CPD for staff on emotional development and regulation

These elements ensure fidelity and consistency in delivery and align with the plan to build staff confidence and expertise in supporting emotional dysregulation, trauma-informed practice and behaviour as communication

Meet Emotion Explorer Eli & Emotions Aisha

Emotion Explorer Aisha



Emotion Explorer Eli

Meet Emotion Explorer Eli & Emotions Aisha

Emotion Explorer Eli and Emotions Aisha are the central characters used to deliver emotional learning across the EYFS Emotions Curriculum. They provide a consistent, safe and relatable framework through which children explore, understand and practise managing their feelings.

Eli and Aisha act as emotional guides. They experience a wide range of feelings that mirror those children commonly encounter in early childhood, such as happiness, sadness, anger, worry, frustration and pride. Through their stories, scenarios and challenges, children are able to observe emotional situations at a safe distance and discuss how the characters should respond, reducing anxiety and increasing emotional understanding.

How the characters are used in practice:

- Each half-term is led by either Eli or Aisha, with a specific emotion focus.
- Every lesson begins with a learning question directed at the character (e.g. How will Eli calm down when he feels angry?), encouraging purpose and empathy.
- Children explore the character's feelings through storytelling, role-play, puppetry and visual prompts.
- Lessons end with a plenary scenario, where children teach the character what strategies to use.
- Visuals of Eli and Aisha are displayed in the classroom and calm areas to support emotional language and recall.

Staff model emotional language using the characters, reinforcing phrases such as:

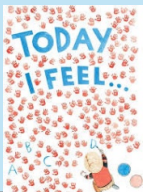
"What would Eli do if he felt this way?"

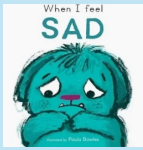
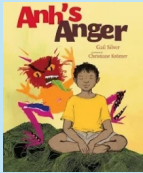
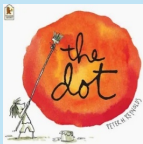
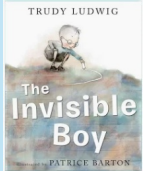
"How could Aisha calm her body?"

Why characters support emotional development

Using Eli and Aisha supports:

- Emotional safety and distancing (children explore emotions through the character first)
- Development of empathy and perspective-taking
- Increased emotional vocabulary

Half Term & Emotion	Knowledge Focus	Learning Question	Plenary Scenario	Core Skills	Strategies	Suggested Texts	Key Vocabulary
Autumn 1 – Happiness (Eli)	To know that happiness is a feeling we all experience (recognising signs of happiness in body and face)	How will Eli recognise when he is feeling happy?	Eli feels funny inside and doesn't know why. How can we explain happiness to	Recognising happiness; expressing joy	Celebrate achievements; mirror happy expressions	The Colour Monster; Happy; Today I Feel 	happy, joy, excited

Autumn 2 – Sadness (Eli)	To know that sadness is normal and will pass	How will Eli learn that feeling sad is okay?	Eli feels sad as his friend didn't play. What could help him?	Naming sadness; seeking comfort	Quiet corner; drawings; role-play	The Sad Book; When I Feel Sad 	sad, upset, comfort
Spring 1 – Anger (Eli)	To know that anger is a strong feeling that can be managed	How will Eli learn to manage his angry feelings safely?	Eli wants to shout. What calming strategy should he use?	Identify anger; calming self	Breathing; counting; stress toy	When I Feel Angry; Anh's Anger 	angry, calm, control
Spring 2 – Worry (Aisha)	To know that worry is a feeling and talking helps	How will Aisha know what to do when she feels worried?	Aisha feels scared but doesn't speak. What should she do?	Recognising worry; reassurance	Worry box; safe adult talk	Silly Billy; Ruby's Worry 	worry, nervous, reassurance
Summer 1 – Frustration (Aisha)	To know frustration happens when tasks feel difficult	How will Aisha learn to keep trying when frustrated?	Aisha can't zip coat and wants to give up. What now?	Perseverance; patience	Encourage retrying; praise effort	The Dot; Rosie Revere 	frustrated, effort
Summer 2 – Pride & Belonging (Both)	To know pride comes from trying and achieving	How will Eli and Aisha understand pride?	Aisha is proud but shy. What should she remember?	Self-reflection; confidence	Peer praise; display work	I Like Myself; The Invisible Boy 	proud, belonging

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships Ravi Help Ravi understand relationships. 	Growing Grace Help Grace understand growing. 	Online Ollie Help Ollie stay safe online. 	Safety Sam Help Sam stay safe. 	Wellbeing Willow- Help Willow understand emotions 	Worldwise Wren Help Wren learn about the world 

Knowledge: To know that families provide love, safety and stability (children learn families help with food, routines, comfort, protection, problem-solving, and reassurance) Learning Question: How will Ravi know what families do to keep us safe and cared for? Plenary Scenario: Ravi thinks only some families show love. What could you teach him about how families care for children? Knowledge: To know that families can be similar or different to our own (children explore examples: siblings/no siblings, two mums/two dads, adoptive families, living with grandparents, blended families) Learning Question: How can we help Ravi understand that all families are important, even if they look	Knowledge: To know that as we grow, our bodies and abilities change (growing taller, becoming stronger, learning new skills, losing baby teeth) Learning Question: How will Grace learn what changes as we grow? Plenary Scenario: Grace wonders why she is growing taller. What can you teach her? Knowledge: To know the differences between children and adults (adults make decisions, work, care for children; children need support and supervision) Learning Question: How can we help Grace understand how children and adults are different? Plenary Scenario: Grace thinks children and adults are the same. What differences can you teach her?	Knowledge: To know that information online can be true or untrue (children learn that pictures, videos and messages online aren't always real) Learning Question: How can we help Ollie understand that some things online can trick us? Plenary Scenario: Ollie believes everything he sees online. What would you teach him? Knowledge: To know how to behave kindly online (positive behaviours: using kind words in games, not sending unkind emojis/ messages, asking before taking photos) Learning Question: How will Ollie know how to be kind to others online? Plenary Scenario: Ollie sends a message in a game without thinking. How can he check it's kind?	Knowledge: To know the differences between appropriate and inappropriate touch (hugs, hand-holding with permission vs hitting, grabbing, touching private areas) Learning Question: How can we help Safety Sam understand which touches are okay and which are not? Plenary Scenario: Sam is unsure if a touch from another child is okay. What should she think about? Knowledge: To know that private body parts should not be touched by others (introducing correct terms: penis, vagina, bottom, chest; "private = covered by underwear") Learning Question: How will Safety Sam know which parts of her body are private? Plenary Scenario: Sam forgets which body parts are	Knowledge: To know that our bodies and minds can feel different emotions (identifying: proud, embarrassed, frustrated, shy, excited) Learning Question: How will Willow learn to name and notice different feelings in her body? Plenary Scenario: Willow feels embarrassed but doesn't know the word. How can you help her understand her feelings? Knowledge: To know simple strategies to manage emotions (breathing, counting to 10, talking, brain breaks, movement, asking for help) Learning Question: How can we help Willow learn ways to manage big feelings? Plenary Scenario: Willow gets upset quickly. Which strategies could you teach her?	Knowledge: To know what a community is and who helps us (teachers, office staff, cleaners, police, nurses, shop workers; children explore roles) Learning Question: How will Wren learn who helps our community and what they do? Plenary Scenario: Wren doesn't know who helps in the community. Who could you teach him about? Knowledge: To know that people have different strengths and interests (sports, reading, music, building, helping others; differences make communities stronger) Learning Question: How can we help Wren understand that everyone is good at different things? Plenary Scenario: Wren feels sad that he isn't good at everything. What should you teach him about strengths?
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Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships Ravi Help Ravi understand relationships. 	 Growing Grace Help Grace understand growing.	 Online Ollie Help Ollie stay safe online.	 Safety Sam Help Sam stay safe.	 Wellbeing Willow- Help Willow understand emotions	Worldwise Wren Help Wren learn about the world 

Knowledge: To know that families provide love and support even when they face challenges (arguments, busy routines, changes such as a new baby; families solve problems together) Learning Question: How can we help Ravi understand that families care for each other even when things are tricky? Plenary Scenario: Ravi thinks families stop loving each other when things get difficult. What would you teach him? Knowledge: To know that there are different types of families and all deserve respect (children learn to use positive language about same-sex parents, stepfamilies, foster families, carers) Learning Question: How will Ravi learn to show respect to all families? Plenary Scenario: Ravi meets a family different from	Knowledge: To know that bodies change as we grow and that this is normal (height, strength, hair growth, skills improving, less dependence on adults) Learning Question: How will Grace learn what changes are normal as we get older? Plenary Scenario: Grace worries about growing taller. What could you teach her? Knowledge: To know that we develop new abilities as we grow (tying laces, reading, writing, helping at home, being more independent) Learning Question: How can we help Grace recognise the new skills she is learning? Plenary Scenario: Grace is proud of a new skill. How can she notice her progress? Knowledge: To know the	Knowledge: To know that people online may not be who they say they are (introducing the idea of anonymity; avatars vs real people; games with chat functions) Learning Question: How will Ollie learn that someone online might not be real? Plenary Scenario: Ollie thinks everyone online is his friend. What should you teach him? Knowledge: To know how to behave safely when using devices (covering webcam, checking with an adult before clicking links, using safe search tools) Learning Question: How can we help Ollie know the rules for safe device use? Plenary Scenario: Ollie doesn't know if he should click a pop-up. What's the safe choice?	Knowledge: To know that everyone has a right to feel safe (children explore safe/unsafe places, feelings that signal danger — tummy aches, wanting to run away) Learning Question: How will Safety Sam know what feeling safe or unsafe feels like? Plenary Scenario: Sam feels unsafe but doesn't know why. How can she recognise unsafe feelings? Knowledge: To know the PANTS rule and correct names for private parts (penis, vulva, vagina, bottom, nipples; underwear rule reinforces privacy boundaries) Learning Question: How can we help Sam remember which parts are private? Plenary Scenario: Sam forgets the PANTS rule. How could you help her remember?	Knowledge: To know that everyone experiences a range of emotions (anger, fear, excitement, disappointment, jealousy — normalising all emotions) Learning Question: How can we help Willow understand that all feelings are okay? Plenary Scenario: Willow feels jealous but doesn't recognise it. How could you help her? Knowledge: To know how our actions affect the feelings of others (tone of voice, facial expression, kind/unkind choices, including/excluding) Learning Question: How will Willow learn to notice how her actions make others feel? Plenary Scenario: Willow shouts when she's frustrated. What could she try instead?	Knowledge: To know that communities include people with different roles (teachers, doctors, shop workers, carers, councillors, volunteers — all helping society work) Learning Question: How will Wren learn about the roles people play in the community? Plenary Scenario: Wren thinks only teachers help the community. Who else could he learn about? Knowledge: To know that everyone has rights and responsibilities (right to be safe, right to be heard, responsibility to follow rules and be kind) Learning Question: How can Wren learn the difference between rights and responsibilities? Plenary Scenario: Wren wants all the rights but none of the responsibilities. What would you teach him?
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Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships Ravi Help Ravi understand relationships. 	 Growing Grace Help Grace understand growing.	 Online Ollie Help Ollie stay safe online.	 Safety Sam Help Sam stay safe.	 Wellbeing Willow- Help Willow understand emotions	Worldwise Wren Help Wren learn about the world 

Knowledge: To know the importance of showing respect in families and friendships (respecting differences in routines, beliefs, rules; treating others fairly and listening when they speak) Learning Question: How can we help Ravi understand why respect is important in relationships? Plenary Scenario: Ravi interrupts someone because he thinks his idea is better. What should he learn about respect? Knowledge: To know how to recognise healthy and unhealthy friendship behaviours (healthy: encouragement, fairness, honesty; unhealthy: controlling behaviour, excluding, putting down) Learning Question: How will Ravi learn to tell when a friendship is healthy or unhealthy? Plenary Scenario: Ravi	Knowledge: To know that bodies grow and change as part of childhood (height, strength, new skills, teeth changes, emotional development) Learning Question: How will Grace learn what early changes might happen as she grows? Plenary Scenario: Grace notices her body feels warmer during play and feels embarrassed, what should she do? Knowledge: To know that everyone grows at different rates (differences in height, body shape, and development; no "right" time to grow) Learning Question: How can we help Grace understand that growing is different for everyone? Plenary Scenario: Grace is growing more slowly than her friends. How should she think about this?	Knowledge: To know how to stay safe when communicating online (only speaking to people they know in real life; checking before chatting in games; risks of strangers) Learning Question: How will Ollie learn safe ways to talk to people online? Plenary Scenario: Ollie gets a message from someone he doesn't know online. What should he do? Knowledge: To know that online content can be edited, filtered, or fake (pictures that are changed, fake profiles, misleading videos) Learning Question: How can we help Ollie understand that online things might look real but not be? Plenary Scenario: Ollie sees a picture that looks real but feels strange. How could he check if it's fake? Knowledge: To	Knowledge: To know that we have the right to personal boundaries (saying no, choosing who we hug, recognising "red flag" behaviours) Learning Question: How will Sam learn to set safe personal boundaries? Plenary Scenario: Sam feels uncomfortable when someone stands too close. What could she do? Knowledge: To know how to recognise and react to peer pressure (feeling pushed, someone trying to make us break rules, "if you're my friend..." persuasion) Learning Question: How can we help Sam notice when someone is pressuring her? Plenary Scenario: Sam is encouraged to break a rule "to fit in." What should she do? Knowledge: To know the	Knowledge: To know how to recognise physical signs of emotions (tight chest, fast heartbeat, butterflies, sweaty palms, fidgeting — linking body to feelings) Learning Question: How will Willow learn to notice how her body feels when she has strong emotions? Plenary Scenario: Willow feels her heart beating fast when she's worried. What does that mean? Knowledge: To know a range of strategies for emotional regulation (grounding, counting, movement breaks, positive self-talk, talking to a trusted adult) Learning Question: What strategies can Willow learn to manage big feelings? Plenary Scenario: Willow feels overwhelmed in class. What strategy could she use?	Knowledge: To know why rules and laws are important (keeping people safe, fairness, protecting rights; difference between school rules and community laws) Learning Question: How can Wren learn why we have rules and laws? Plenary Scenario: Wren thinks rules are just to stop fun. What could he learn about laws? Knowledge: To know how communities work together (volunteers, local councils, charities, neighbourhood support groups) Learning Question: How will Wren understand how people work together to make communities better? Plenary Scenario: Wren sees volunteers helping at school. What does this show him about teamwork? Knowledge: To
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Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships Ravi Help Ravi understand relationships. 	 Growing Grace Help Grace understand growing.	 Online Ollie Help Ollie stay safe online.	 Safety Sam Help Sam stay safe.	 Wellbeing Willow- Help Willow understand emotions	Worldwise Wren Help Wren learn about the world 

Knowledge: To know how to build healthy, respectful relationships (respecting boundaries, active listening, calm communication, valuing others' opinions, resolving disagreements fairly) Learning Question: How can we help Ravi understand what makes a relationship respectful? Plenary Scenario: Ravi feels upset because his friendship feels different. What should he know? Knowledge: To know how to recognise early signs of unhealthy relationships (being bossy, excluding others, controlling behaviour, guilt-tripping, making someone feel small) Learning Question: How will Ravi learn to spot the signs that a relationship may not be healthy? Plenary Scenario: Ravi's	Knowledge: To know that bodies grow and change at different times (height, strength, body shapes changing as part of normal development) Learning Question: How will Grace learn that bodies change as we grow? Plenary Scenario: Grace notices her body changing slightly and feels confused. What should she know? Knowledge: To know how to care for the body as it grows (daily washing, deodorant introduction, clean clothes, oral hygiene) Learning Question: How can we help Grace learn how to take care of her body? Plenary Scenario: Grace forgets to wash regularly. Why is hygiene important? Knowledge: To know that growing up brings	Knowledge: To know how to protect personal information online (photos, name, location, school, passwords) Learning Question: How can we help Ollie keep his information safe online? Plenary Scenario: Ollie is asked for personal information. What should he do? Knowledge: To know that online behaviour has real-life consequences (posts can be saved, shared, screen-recorded) Learning Question: How will Ollie learn to think before posting? Plenary Scenario: Ollie posts something without thinking. What should he reflect on? Knowledge: To know the risks of online communication with strangers Learning Question: How	Knowledge: To know how to stay safe in risky situations (road safety, water safety, peer pressure, unsafe dares) Learning Question: How will Safety Sam learn to make safe choices? Plenary Scenario: Sam feels pressured to try something risky. What should she do? Knowledge: To know that consent means clear permission (agreeing freely, not forced, can change your mind) Learning Question: How will Sam understand what consent means? Plenary Scenario: Sam isn't sure if she wants physical contact. How can she show consent? Knowledge: To know how to recognise grooming behaviours (child-friendly) (excessive attention, gifts, secrecy, making	Knowledge: To know how to recognise worry, stress and emotional overload (physical signs: headaches, fast heartbeat, difficulty concentrating, irritability) Learning Question: How will Willow learn to spot when she is becoming stressed or overwhelmed? Plenary Scenario: Willow feels overwhelmed and snappy. What does that tell her? Knowledge: To know strategies for building resilience (positive self-talk, trying again, practising problem solving, asking for help, celebrating effort) Learning Question: How can Willow learn to become more resilient? Plenary Scenario: Willow wants to give up quickly. How can she build resilience?	Knowledge: To know the importance of respecting people from different backgrounds (ethnicities, religions, beliefs, families, languages; valuing uniqueness) Learning Question: How will Wren learn why respecting differences matters? Plenary Scenario: Wren meets someone different from him. What should he remember about respect? Knowledge: To know how democratic decisions are made (voting, debating, fairness; comparing class votes to national elections) Learning Question: How can we help Wren understand democracy? Plenary Scenario: Wren votes without listening to others. Why is democracy important?
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Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships Ravi Help Ravi understand relationships. 	 Growing Grace Help Grace understand growing.	 Online Ollie Help Ollie stay safe online.	 Safety Sam Help Sam stay safe.	 Wellbeing Willow- Help Willow understand emotions	Worldwise Wren Help Wren learn about the world 

Knowledge: To know how to develop healthy, supportive relationships based on trust (trust = honesty, reliability, keeping boundaries, respectful behaviour; trust built over time, not demanded) Learning Question: How can we help Ravi understand what trust looks like in relationships? Plenary Scenario: Ravi thinks someone should trust him immediately. What should he learn about building trust?	Knowledge: To know the key physical and emotional changes of puberty (breast development, periods, erections, wet dreams, mood swings, hormone changes) Learning Question: How will Grace learn what happens to bodies during puberty? Plenary Scenario: Grace notices puberty changes and feels embarrassed. What should she know?	Knowledge: To know how online behaviour affects reputation and digital footprint (understanding permanence; even deleted content can be saved or shared) Learning Question: How will Ollie learn to think before he posts or comments online? Plenary Scenario: Ollie posts something jokingly and regrets it. What should he learn about digital footprints?	Knowledge: To know how to stay safe from exploitation (child-friendly language) (adults or older children offering gifts, attention, or friendship for unsafe reasons) Learning Question: How can we help Sam understand when someone's behaviour might not be safe? Plenary Scenario: Someone older offers Sam gifts for keeping a secret. What should she think?	Knowledge: To know the difference between everyday worries and more serious mental health concerns (everyday: nerves, small anxieties; serious: long-term sadness, withdrawal, panic symptoms) Learning Question: How will Willow learn when she needs extra help with her feelings? Plenary Scenario: Willow feels sad for weeks and doesn't know why. What should she do?	Knowledge: To know why we have laws and how they keep people safe (laws protect rights, safety and fairness; difference between breaking rules and breaking laws) Learning Question: How will Wren learn why laws matter in society? Plenary Scenario: Wren thinks laws are just rules for adults. What should he learn?
Knowledge: To know how to recognise controlling or harmful behaviours (gaslighting, threats to end friendship, silent treatment, jealousy, "you have to..." statements) Learning Question: How will Ravi learn to notice the signs of controlling behaviour? Plenary Scenario: Ravi's friend is telling him who he can and can't play	Knowledge: To know the basics of human reproduction (non-graphic, scientific) (egg + sperm; babies grow in a uterus; pregnancy basics; no sexual detail) Learning Question: How can we help Grace understand how babies begin and develop? Plenary Scenario: Grace learns about reproduction and has questions. What should she remember?	Knowledge: To know how to recognise online scams and unsafe links (pop-ups, "win a prize", fake competitions, suspicious friend requests) Learning Question: How can Ollie learn to spot things online that are designed to trick him? Plenary Scenario: Ollie sees a pop-up saying he's won a prize. What should he do?	Knowledge: To know how to respond if someone tries to pressure, bribe or influence them (examples: "just this once", "don't tell anyone", "I'll be upset if you don't") Learning Question: How will Sam know how to respond to pressure safely? Plenary Scenario: Sam feels pressured to do something unsafe "to fit in." What's her next step?	Knowledge: To know how lifestyle affects mental wellbeing (sleep, diet, exercise, screen time, friendship quality) Learning Question: How can Willow learn the daily habits that support good mental health? Plenary Scenario: Willow stays up late online and feels tired. What impact does this have?	Knowledge: To know how stereotypes affect individuals and communities (gender stereotypes, cultural stereotypes, harmful expectations, challenging assumptions) Learning Question: How can we help Wren recognise stereotypes and avoid them? Plenary Scenario: Wren hears a stereotype about boys and girls. How can he challenge it?

Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships Ravi Help Ravi understand relationships. 	 Growing Grace Help Grace understand growing.	 Online Ollie Help Ollie stay safe online.	 Safety Sam Help Sam stay safe.	 Wellbeing Willow- Help Willow understand emotions	Worldwise Wren Help Wren learn about the world 

Knowledge: To know what makes a relationship healthy, balanced and respectful (equality, trust, honesty, kindness, shared decisions, respect for differences, no pressure or control) Learning Question: How can we help Ravi understand what a truly healthy relationship looks like? Plenary Scenario: Ravi's friend keeps checking his messages and demanding passwords. What should Ravi realise? Knowledge: To know how to recognise harmful or controlling behaviours (gaslighting, emotional manipulation, threats, isolating someone from peers, guilt-tripping) Learning Question: How will Ravi learn to recognise when a relationship feels unsafe? Plenary	Knowledge: To know the full range of puberty changes and why they happen (hormones, body shape, voice change, skin changes, hair growth, menstruation, erections, emotions) Learning Question: How will Grace learn what happens during puberty and why? Plenary Scenario: Grace notices new puberty changes and feels embarrassed. What should she know? Knowledge: To know, in basic scientific terms, how human reproduction works (sperm + egg, fertilisation, pregnancy stages — taught factually and sensitively, no sexual detail) Learning Question: How can we help Grace understand how babies begin and develop? Plenary Scenario: Grace has questions about how	Knowledge: To know how to manage online identity and digital reputation (understanding permanence of posts, digital footprints, how future opportunities can be affected) Learning Question: How can we help Ollie understand the impact of his online choices? Plenary Scenario: Ollie gets a suspicious message from someone with no profile picture. What should he do? Knowledge: To know how to stay safe on social media and messaging platforms (private profiles, blocking, reporting, group chat safety, risks of strangers, oversharing) Learning Question: How will Ollie learn safe behaviour on apps and social media? Plenary Scenario: Ollie sees edited images online and feels insecure. What should he	Knowledge: To know how defibrillators help save lives in cardiac emergencies (what a defibrillator is, where they are commonly found, that they are safe to use, and that they help restart the heart) Learning Question: How will Safety Sam understand how defibrillators can help save a life? Plenary Scenario: Sam sees an adult collapse and hears someone shout that they need a defibrillator. What should Sam understand about how it helps? Knowledge: To know the importance of clear consent (permission must be freely given; applies to touch, physical closeness, sharing photos, belongings, personal space) Learning Question: How can we help Sam understand that consent must always be respected? Plenary	Knowledge: To know how transitions (including secondary school) affect mental health (new routines, friendships, independence; mixed emotions are normal) Learning Question: How will Willow learn what emotions are normal during big changes? Plenary Scenario: Willow feels worried about secondary school. What emotions are normal? Knowledge: To know how to maintain positive mental health (sleep, healthy diet, exercise, time outdoors, creative outlets, talking, limiting screen time) Learning Question: How can Willow learn the habits that support good wellbeing? Plenary Scenario: Willow feels overwhelmed by responsibilities. How can she manage this?	Knowledge: To know how to challenge discrimination and prejudice (racism, sexism, ableism, homophobia understood as unkind attitudes or behaviours; safely challenging prejudice) Learning Question: How can we help Wren recognise and challenge discrimination safely? Plenary Scenario: Wren hears someone make a prejudiced comment. How could he challenge it safely? Knowledge: To know the importance of human rights and equality (UNCRC, rights to education, identity, privacy, safety, fairness; applying rights in daily life) Learning Question: How will Wren learn that everyone has rights that must be respected? Plenary Scenario: Wren sees an influencer promoting a product. What should he
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Relationships Ravi

Help Ravi understand relationships.



Phase	Core Knowledge Focus
EYFS	Families care for us; kindness builds relationships
Year 1	Families provide love and stability; qualities of a good friend
Year 2	Respect for families; maintaining friendships
Year 3	Healthy vs unhealthy friendships; resolving conflict
Year 4	Spotting unhealthy behaviours; seeking help
Year 5	Trust; respecting boundaries
Year 6	Assertive communication; ending harmful relationships

	Phase	Core Knowledge Focus
	EYFS	Body belongs to us; unsafe secrets
	Year 1	Appropriate touch; private body parts
	Year 2	Feeling safe/unsafe; reporting concerns
	Year 3	Boundaries; basic first aid
	Year 4	Consent; emergency response
	Year 5	CPR awareness; staying safe from exploitation
	Year 6	Defibrillator awareness; independence safety

	Phase	Core Knowledge Focus
	EYFS	Asking permission; online feelings
	Year 1	Kind online behaviour; personal info
	Year 2	People online may not be real
	Year 3	Cyberbullying; screen time balance
	Year 4	Protecting personal info; stranger risks
	Year 5	Digital footprint; scams
	Year 6	Evaluating online content; grooming risks

Wellbeing Willow

	Phase	Core Knowledge Focus
	EYFS	Identifying feelings; ways to feel better
	Year 1	Naming emotions; talking about worries
	Year 2	Managing worries; bullying response
	Year 3	Regulation strategies; wellbeing
	Year 4	Resilience and self-esteem
	Year 5	Coping strategies; mental health awareness
	Year 6	Transition wellbeing; seeking support

Worldwise Wren

	Phase	Core Knowledge Focus
	EYFS	Helping others; rules
	Year 1	Community roles; shared places
	Year 2	Rights and responsibilities
	Year 3	Importance of laws; diversity
	Year 4	Democracy; needs vs wants
	Year 5	Human rights; stereotypes
	Year 6	Challenging discrimination

	Phase	Core Knowledge Focus
	EYFS	Bodies grow and change
	Year 1	Healthy habits; emotions about change
	Year 2	Normal body changes
	Year 3	Growth at different rates
	Year 4	Body confidence
	Year 5	Puberty changes and reproduction
	Year 6	Managing puberty safely

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs.

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks including that any material provided online might be circulated and that once
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE



TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/ carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/ carers	