Relationship and sex education policy

Status:	Statutory
Review cycle:	Annual
Last reviewed:	September 2026
Date of next review:	September 2027
Approved by:	

Contents

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.

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 Riverview, 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 provide feedback on 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, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendices 1 (curriculum map) and 2 (statutory guidance), but we may need to adapt it as and when necessary.

Relationships education is taught through our PSHE scheme 'My Happy Mind'.

Our Science scheme (White Rose) follows the National Curriculum and teaches the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction.

Years 5 and 6 have additional sex education sessions with our school nurse to cover puberty and conception.

From the academic year 2026/2027, My Happy Mind will be used for Relationships and Sex Education including the correct names of body parts in year 2.

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, using My Happy Mind. Biological aspects of RSE are taught within the science curriculum.

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 (My Happy Mind / White Rose)
- 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
- Developing bodies curriculum content begins in year 2 as children are taught the correct names of body parts. Guidance states 'The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum and nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.' My Happy Mind will support class teachers in the delivery of this content.

The guidance also recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth in the science curriculum, but it is not compulsory.

At Riverview, Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (year 5)
- How a baby is conceived and born (year 6)

Teaching will take place in the Summer term and will include a visit from our school nurse. Within the sessions we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Discussions

The video material shown to children can be accessed via the BBC website and is part of the 'KS2 PSHE: Operation Ouch! How are babies made?' series. The series is split into the following sections:

- Relationships and families
- Sperm, egg and womb
- Puberty
- Attraction
- Sex and sexual intercourse

Year 5 pupils will not be shown the 'attraction' or 'sex and sexual intercourse' material.

https://www.bbc.co.uk/teach/class-clips-video/articles/zhtnydm

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 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. As the guidance states 'the school may consider that separating classes by sex is the best way to create a safe space for discussion of a particular topic.' During a visit from the school nurse, children will have the opportunity to be separated by sex to allow them to have a safe space for discussion. After the visit, children are also encouraged to ask adults any clarifying questions.

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). Materials are reviewed regularly.

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.

Pupils are assessed on their understanding of our PSHE curriculum which includes objectives from three core themes:

- Health and Wellbeing

- Relationships
- Living in the wider world

Pupils in years 5 and 6 are not assessed on sex education.

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 or 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

- Consider 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 that 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
- Be clear on:
    - What they are 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
- 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 hold the headteacher to account for the implementation of this policy.

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 components of RSE.

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 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 designated safeguarding lead (DSL)

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

The lead teacher of RSE is Miss Katie Greene.

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 components of sex education within RSE.

Consent will be sought from parents before the delivery of any RSE sessions. Letters are sent to the parents of children in years 2, 5 and 6 prior to sessions taking place. Parents that choose to withdraw their child are encouraged to provide feedback on the reasons why using the following:

- Religious or cultural beliefs
- I prefer to cover this topic at home with my child

- I have concerns about the age-appropriateness of the content
- I would like more information about what is being taught
- I have had a previous experience that has influenced my decision
- Other - please share if you are comfortable doing so.

Alternative schoolwork will be given to pupils who are withdrawn from sex education and they will not be present in the room.

10. Training

As part of our induction process, staff are provided with this policy to read.

RSE lead will consult with teachers involved in the delivery of RSE content and provide support where necessary.

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 the headteacher and Miss Katie Greene through:

- Monitoring of the curriculum
- Learning walks
- Observations when RSE content is taught
- Liaising with external agencies, such as school nurses

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

This policy will be reviewed by annually. At every review, the policy will be approved by the headteacher.

APPENDIX 1: Curriculum Map

My Happy Mind **relationships** objectives Key Stage 1 (Years 1 and 2):

Objectives	Appreciate Year 1, Lesson 2	Appreciate Year 1, Lesson 3	Relate Year 1, Lesson 1	Relate Year 1, Lesson 2	Relate Year 1, Lesson 3	Appreciate Year 2 Lesson 1	Relate Year 2, Lesson 1	Relate Year 2, Lesson 2	Relate Year 2, Lesson 3	Relate Year 2, Lesson 4	Families and Close Positive Relationships Lesson 1	Families and Close Positive Relationships Lesson 2	Friendships Lesson 1	Friendships Lesson 2
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.			✓	✓			✓			✓	✓	✓		
R2. to identify the people who love and care for them and what they do to help them feel cared for.	✓	✓				✓					✓			
R3. about different types of families including those that may be different to their own.											✓			
R4. to identify common features of family life.			✓				✓				✓			
R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.					✓							✓		
R6. about how people make friends and what makes a good friendship.			✓	✓			✓	✓	✓				✓	✓
R7. about how to recognise when they or someone else feels lonely and what to do.														✓

Objectives	Relate Year 1, Lesson 1	Relate Year 1, Lesson 3	Meet Your Brain Year 2, Lesson 3	Friendships Lesson 1	Friendships Lesson 2	Families and Close Positive Relationships Lesson 2	Safe Relationships Lesson 2	Showing Respect and Managing Hurtful Behaviour	Media Literacy and Digital Resilience Lesson 1
R8. simple strategies to resolve arguments between friends positively.	✓	✓			✓				
R9. how to ask for help if a friendship is making them feel unhappy.					✓	✓			
R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.				✓				✓	
R11. about how people may feel if they experience hurtful behaviour or bullying.			✓					✓	
R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.						✓		✓	
R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.							✓		
R14. that sometimes people may behave differently online, including by pretending to be someone they are not.									✓

Objectives	Relate Year 1, Lesson 1	Relate Year 2, Lesson 3	Families and Close Positive Relationships Lesson 2	Ourselves, Growing and Changing- Transition Lesson	Friendships Lesson 1	Friendships Lesson 2	Families and Close Positive Relationships Lesson 2	Safe Relationships Lesson 1	Safe Relationships Lesson 2	Media Literacy and Digital Resilience
R15. how to respond safely to adults they don't know.									✓	✓
R16. about how to respond if physical contact makes them feel uncomfortable or unsafe.									✓	
R17. about knowing there are situations when they should ask for permission and also when their permission should be sought.								✓		
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).								✓		
R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.								✓	✓	
R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.			✓	✓						
R21. about what is kind and unkind behaviour, and how this can affect others.	✓	✓			✓	✓	✓			

Objectives	Celebrate Year 1 Lesson 4	Relate Year 1, Lesson 1	Relate Year 1, Lesson 2	Relate Year 1, Lesson 3	Celebrate Year 2, Lesson 1	Celebrate Year 2, Lesson 4	Relate Year 2, Lesson 1	Relate Year 2, Lesson 3	Relate Year 2, Lesson 4	Friendships Lesson 1	Friendships Lesson 2	Families and Close Positive Relationships Lesson 2
R22. about how to treat themselves and others with respect; how to be polite and courteous.			✓	✓				✓	✓	✓	✓	✓
R23. to recognise the ways in which they are the same and different to others.	✓	✓			✓	✓	✓			✓	✓	
R24. how to listen to other people and play and work cooperatively.			✓	✓				✓	✓	✓		
R25. how to talk about and share their opinions on things that matter to them ***Note: This objective is also covered through all myHappymind modules through the Time to Chat sections.**										✓		

My Happy Mind **relationships** objectives Lower Key Stage 2 (Years 3 and 4):

Objectives	Appreciate Year 3, Lesson 4	Relate Year 3, Lesson 4	Appreciate Year 4, Lesson 4	Families and Close Positive Relationships Lesson 1	USK2 Families and Close Positive Relationships Lessons
R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).		✓			✓
R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.					
R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.					✓
R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.					✓
R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.					✓
R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another. **Note: All lessons in the myHappymind Appreciate module encourage children to be grateful for others - including their families.**	✓	✓	✓	✓	✓
R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.				✓	

Objectives	All Meet Your Brain lessons	All Appreciate lessons	All Relate lessons	Appreciate Year 3, Lesson 4	Relate Year 3, Lesson 1	Relate Year 3, Lesson 4	Appreciate Year 4, Lesson 4	Relate, Year 4, Lesson 4	Families and Close Positive Relationships Lesson 1	Friendships Lesson 1
R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.					✓	✓	✓	✓	✓	
R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. **Note: The Relate module provides a safe space for children to explore their emotions and understand different family dynamics, including situations that make them feel unsafe. Additionally, the Meet Your Brain module equips them with the vocabulary and skills to seek support when needed**.			✓						✓	
R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.			✓	✓						✓
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.				✓						✓

Objectives	All Meet Your Brain Lessons	All Relate Lessons	Relate Year 3, Lesson 1	Relate Year 3, Lesson 2	Relate Year 4, Lesson 1	Relate Year 4, Lesson 2	Relate Year 4, Lesson 4	Friendships Lesson 1	UKS2 Friendships Lessons
R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.									✓
R13. the importance of seeking support if feeling lonely or excluded. **Note: The Relate module provides a safe space for children to explore their emotions including situations that make them feel lonely or excluded. Additionally, the Meet Your Brain module equips them with the vocabulary and skills to seek support when needed.**	✓	✓						✓	
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. **Note: The Relate module teaches children Active Listening skills. Children are encouraged to use these to ensure everyone feels included.**		✓						✓	
R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.								✓	✓
R16. how friendships can change over time, about making new friends and the benefits of having different types of friends.								✓	
R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.			✓	✓	✓	✓	✓	✓	

Objectives	Keeping Safe Lesson 2	Ourselves, Growing and Changing Lesson 2	UKS2 Friendships Lesson 1	Showing Respect/ Managing hurtful behaviour	Safe Relationships Lesson 1	USK2 myHappyrelationships lessons
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.			✓			✓
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.				✓		✓
R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.	✓	✓				✓
R21. about discrimination: what it means and how to challenge it.						✓
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);					✓	✓
R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.						✓
R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.						✓

Objectives	All Celebrate lessons	All Relate lessons	Safe Relationships Lesson 1	Showing Respect/ Managing Hurtful Behaviour	USK2 Safe Relationships Lessons
R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.					✓
R26. about seeking and giving permission (consent) in different situations.			✓		✓
R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.					✓
R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.			✓		✓
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online).					
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online. **NOTE: The Relate module helps children understand their own behaviour and its impact on others by introducing the Stop, Understand, and Consider method.**		✓	✓	✓	
R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. **NOTE: All lessons in the Celebrate and Relate module teacher the children about self and mutual respect.**	✓	✓		✓	

Objectives	All myHappymind Lessons	Relate Year 3, Lesson 1	Relate Year 3, Lesson 2	Relate Year 4, Lesson 1	Relate Year 4, Lesson 2	Showing Respect Managing Hurtful Behaviour/ Bullying	Shared Responsibilities Lesson 1	UKS2 Shared Responsibilities Lessons
R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.		✓	✓	✓	✓	✓		
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.		✓	✓	✓	✓	✓		
R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. **NOTE: All myHappymind modules provide a Time to Chat section, where children are encouraged to share their opinions and views.**	✓						✓	✓

My Happy Mind **relationships** objectives Upper key Stage 2 (Years 5 and 6):

Objectives	All Appreciate lessons	Relate Year 6, Lesson 1	Families and Close Positive Relationships Lesson 1
R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).			✓
R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.			
R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.			✓
R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.			✓
R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.			✓
R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another. **Note: All lessons in the myHappymind Appreciate module encourage children to be grateful for others - including their families.**	✓	✓	✓

Objectives	All Meet Your Brain lessons	All Relate lessons	Celebrate Year 5, Lesson 1	Appreciate Year 5, Lesson 4	Relate Year 5, Lesson 4	Relate Year 6, Lesson 1	Families and close positive relationships Lesson 1	Friendships Lesson 1	Safe Relationships Lesson 1
R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.							✓		
R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.			✓	✓	✓		✓		
R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. **Note: The Relate module provides a safe space for children to explore their emotions and understand different family dynamics, including situations that make them feel unsafe. Additionally, the Meet Your Brain module equips them with the vocabulary and skills to seek support when needed**	✓	✓					✓		
R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.		✓						✓	
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.					✓	✓		✓	
R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.								✓	✓

Objectives	All Meet Your Brain lessons	All Relate lessons	Relate Year 5, Lesson 1	Relate Year 5, Lesson 2	Relate Year 5, Lesson 4	Relate Year 6, Lesson 1	myHappymind Places	Friendships Lesson 1	Showing Respect and Managing Hurtful Behaviour/Bullying	LKS2 Friendships Lessons
R13. the importance of seeking support if feeling lonely or excluded. **Note: The Relate module provides a safe space for children to explore their emotions including situations that make them feel lonely or excluded. Additionally, the Meet Your Brain module equips them with the vocabulary and skills to seek support when needed.**	✓	✓					✓			✓
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. **Note: The Relate module teaches children Active Listening skills. Children are encouraged to use these to ensure everyone feels included.**		✓								✓
R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.								✓		
R16. how friendships can change over time, about making new friends and the benefits of having different types of friends.								✓		✓
R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.			✓	✓	✓	✓		✓		✓
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.			✓	✓		✓	✓	✓		
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.									✓	

Objectives	Showing Respect and Managing Hurtful Behaviour	Safe Relationships Lesson 1	Communities Lesson 1	Media Literacy and Digital Resilience Lesson 1	LKS2 myHappyrelationships lessons
R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.	✓				
R21. about discrimination: what it means and how to challenge it.	✓				
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);		✓			✓
R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.		✓		✓	
R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.		✓		✓	
R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.		✓			

Objectives	All Relate lessons	Safe Relationships Lesson 1	Managing Hurtful Behaviour Lesson 1	LKS2 Safe Relationships Lessons	LKS2 Managing Hurtful Behaviour
R26. about seeking and giving permission (consent) in different situations.		✓		✓	
R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.		✓			
R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.		✓		✓	
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online).		✓			
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online. **Note: All lessons in the Relate module focus on building positive relationships by helping children develop strong listening skills and a deeper understanding of others. This also encourages them to recognize how their own behavior can influence different social situations.**	✓		✓		✓

Science curriculum progression:

Animals, including humans

White Rose SCIENCE

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	• Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • Identify that humans and some other animals have skeletons and muscles for support, protection and movement	• Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey	• Describe the changes as humans develop to old age	• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans
Autumn 1 Spring 2	Autumn 1, Autumn 2 Spring 2 Summer 2, Summer 4	Autumn 1, Autumn 2, Autumn 3	Summer 4, Summer 5	Spring 2	Summer 3, Summer 4

APPENDIX 2: By the end of primary school pupils should know
(Relationships Education, Relationships and Sex Education (RSE) and Health Education)

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 can 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 hear of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships 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 • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed
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. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
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 a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up

	• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
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 recognizing who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources