



# **Relationship, Health and Sex Education Policy**

**2025-26**

**(STATUTORY)**

## **Definition of Relationships, Sex and Health Education**

RSHE supports children and young people's personal development, including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up, and will encounter, as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by our supportive school ethos, where everyone is valued, positive relationships are promoted, and there is a safe learning environment. Our school values: Ready, Responsible, Respectful are at the heart of our RSHE curriculum. At Ladybridge Primary School we value the many different ethnicities, and religions that make us a diverse multicultural school. RSHE is taught in a way which is complementary to the wider ethos, values, and principles of our school, and allows all of our children to 'Achieve Excellence Together.'

## **Aims**

The aims of relationships and sex education (RSHE) at Ladybridge Primary School are to:

- Provide a consistent standard of relations, sex and health education across the school.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture of communication around issues of relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies. All teaching will be age appropriate and will focus on friendship, family relationships and relationships with other children and with adults.
- Provide a curriculum which enables pupils to protect themselves, and ask for help and support.
- Provide a curriculum where sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

## **Equality, diversity and inclusion**

RSHE at Ladybridge Primary School is inclusive and accessible to all pupils. Teaching reflects the protected characteristics as defined by the Equality Act 2010, including age, disability, gender reassignment, race, religion or belief, sex and sexual orientation. Lessons are delivered in a way that respects different family structures, cultures and beliefs while promoting respect and understanding for all.

### **Statutory requirements**

This policy has been written with regard to the Department for Education's guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published in June 2019. This is statutory guidance issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. These regulations are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving primary education must be taught Relationships Education and Health Education. The policy is also influenced by a number of other statutory legislation and non-statutory guidance including the Equality Act 2010 and Keeping Children Safe in Education. Sex education is not compulsory to teach in primary schools and the framework therefore focuses on Relationships Education. Maintained primary schools are required to teach National Curriculum Science which does include some Sex Education. Elements of sex education are outlined and taught within the science curriculum. The school and teachers can determine whether they need to cover any additional content on sex education to meet the needs of the children.

### **Parent and carer consultation**

This policy has been developed in consultation with parents and carers. Parents are informed of the RSHE curriculum through information meetings, the school website and curriculum overviews. Feedback from parents is considered as part of the policy review cycle, in line with statutory guidance.

### **Organisation**

Ladybridge Primary School follows Kapow programme of study for PSHE and RSHE, which covers healthy relationships, alongside growing and the changes this brings. It is a progressive scheme, in which all areas are linked to the PSHE statutory and non-statutory framework. The curriculum has been developed taking into account the age, needs and feelings of our pupils.

The lessons are categorised into key areas, which we return to, in each year group. This makes pupils' prior and future learning clear, and demonstrates progression on their wider learning journey. This scheme of work has been designed as a spiral curriculum, with the following key principles in mind:

## **Family and Relationships**

Learning how to: form respectful relationships with others, deal with conflict and bullying, and the importance of challenging stereotypes.

## **Health and Wellbeing**

Learning strategies for: looking after mental and physical health, including healthy eating, relaxation techniques, sun safety, and the benefits of sleep.

## **Safety and the Changing Body**

Learning how to: administer first aid in a variety of situations, safety around medicines, online safety, road safety, and the changes which occur during puberty.

**Identity** (Year 6 only) Considering what makes us who we are whilst learning about gender and sexual identity and body image.

Discrete PSHE and RSHE lessons (HELP lessons) are taught weekly in school.

See **Appendix 1** for the progression of skills taught within our RSHE lessons.

Certain topics contained within the statutory guidance, have caused concern for some schools, parents and carers. Careful consideration, with both staff and parents, has been given to how and when to introduce these topics at Ladybridge Primary School. **Appendix 2**, shows where these topics are covered within our curriculum.

## **Provision for pupils with SEND and vulnerable pupils**

Lessons are carefully designed and delivered to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access the curriculum and achieve well.

Teachers adapt teaching through clear explanations, modelling, scaffolded questioning and flexible use of resources, rather than by lowering expectations. A total communication approach is used consistently across the school to support understanding, participation and expression. This includes the use of visuals and symbols.

Teaching is responsive to pupils' needs, with staff making timely adjustments to lesson delivery, pacing and support to ensure pupils can engage meaningfully with sensitive RSHE content. Where appropriate, reasonable adjustments and additional support are provided to ensure pupils feel safe, supported and included.

This approach enables pupils to build understanding, confidence, independence and self-regulation, while ensuring that all pupils access the same ambitious RSHE curriculum.

### Delivery

Our Relationship, Health and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is sometimes covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSHE. Clear ground rules are established in partnership with the class at the start of every year, and are then reinforced at the start of each relevant lesson.

Delivery is mostly through discrete PSHE sessions (HELP lessons), with some aspects of RSHE taught through links made in other areas such as, Science, or external visitors. A range of teaching styles will be used, to encourage pupil participation, so that pupils can discuss and reflect on ideas and content, whilst developing their communication skills.

### Online relationships and media literacy

Pupils are taught how to build healthy and respectful relationships online, including understanding privacy, consent, digital footprints and how to seek support if they encounter inappropriate content or behaviour. This aligns with statutory guidance for Relationships Education and Keeping Children Safe in Education.

### **Answering Difficult/Sensitive Questions**

Staff will ensure that their personal beliefs and attitudes do not influence the teaching of PSHE or RSHE. Furthermore, school recognises that, at times, staff will be faced with 'difficult/sensitive' questions, and therefore, additional/specific guidance will be provided to staff (to ensure consistency and appropriateness of response).

School also recognises that some of the issues raised, within PSHE and RSHE, may be of a particularly sensitive or embarrassing nature. To minimise this, staff will implement the following:

- At the start of each HELP session, staff will provide pupils with an overview of what will be covered (and therefore prepare them so that they will know how to minimise any embarrassment they feel.)
- No one (adult or pupil) will be expected to answer a personal question.
- Adults will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion, but no one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way. *From Reception to Y3, any responses to pupils' questions will avoid using terminology/labels. Once pupils are in Y4, terminology/labels will be taught proactively.*
- Adults should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Adults should listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- Adults will answer questions sensitively, honestly and appropriate to the pupil's age.

### **Non-Statutory**

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

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 5. These lessons form part of the statutory requirements for Health Education.

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

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

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons.

The resources we use when teaching the non-statutory sex education units are shared with Y5 and Y6 parents/carers in an annual meeting led by the Personal Development and PSHE Lead.

### **Withdrawing from the subjects**

Relationships and Health education are statutory in Primary Schools, and parents **do not** have the right to withdraw their child from the subjects.

At Ladybridge Primary School, we **do** teach pupils sex education beyond what is required of the science curriculum. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

### **Roles and responsibilities**

**The governing board:** The governing board will approve the RSHE policy, and hold the head teacher to account for its implementation.

**The head teacher:** The head teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSHE.

#### **Roles and responsibilities of the subject leader:**

- To support and guide the practice of teachers and support staff;
- To ensure coverage, continuity and progression in planning;
- To monitor and evaluate the effectiveness of teaching, learning and standards;
- To keep up to date with current practice and statutory expectations;
- To produce action plans for the School Improvement Plan;
- To liaise and consult with outside agencies and other subject leaders where appropriate;
- To lead whole school assemblies linked to PHSE RSE where appropriate;

**Staff:** Staff are responsible for:

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

Staff who have concerns about teaching RSHE are encouraged to discuss this with the head teacher and PSHE lead.

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

### **Safeguarding**

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

### **Monitoring and Reporting**

Teaching and learning in RSHE will be monitored through lesson observations, pupil discussions and work scrutinies. Feedback may be given to staff individually, and the information collected used to identify specific and more general professional development needs.

Regular evaluation of the PSHE programme, including RSHE, will be done by the children and the staff involved and this will inform future practice.

### **Assessment**

Assessment in RSHE is formative and focuses on pupils' understanding, attitudes and ability to apply learning in real-life contexts. Assessment outcomes are used to inform future planning and support, rather than to judge personal beliefs or values.

## **Progression of Skills and Knowledge**

### **Families and Relationships**

<b>Sub-strand</b>	<b>EYFS (Reception)</b>		<b>Year 1</b>		<b>Year 2</b>	
	<b>Skills</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Knowledge</b>
<b>Family</b>	Talking about people that hold a special place in my life.	N/A	Exploring how families are different to each other.	To understand that families look after us.  To know some words to describe how people are related (eg. aunty, cousin).  To know that some information about me and my family is personal.	Understanding ways to show respect for different families.	To know that families can be made up of different people.  To know that families may be different to my family.
<b>Friendships</b>	Developing strategies to help when sharing with others.  Exploring what makes a good friend.	To know that we share toys so that everyone feels involved and no one feels left out or upset.	Exploring how friendship problems can be overcome.  Exploring friendly behaviours.	To understand some characteristics of a positive friendship.  To understand that friendships can have problems but that these can be overcome.	Understanding difficulties in friendships and discussing action that can be taken.	To know some problems which might happen in friendships.  To understand that some problems in friendships might be more serious and need addressing.
<b>Respectful relationships</b>	Thinking about what it means to be a valued person.  Exploring the differences between us that make each person unique.  Considering the perspectives and feelings of others.  Learning to work as a member of a team.	To understand that different people like different things.  To understand that all people are valuable.	N/A	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Exploring the conventions of manners in different situations.	To understand what good manners are.  To understand some stereotypes related to jobs.
<b>Change and loss</b>	N/A	N/A	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
<b>Family</b>	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	N/A	N/A
<b>Friendships</b>	Exploring ways to resolve friendship problems.  Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal.  To know that bullying is repeated, not a one off event.  To know that violence is never the right way to solve a friendship problem	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander.  To understand that everyone has the right to decide what happens to their body.
<b>Respectful relationships</b>	Identifying who I can trust.  Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships.  To understand that there are similarities and differences between people.	N/A	To understand the courtesy and manners which are expected in different scenarios.  To understand some stereotypes related to disability.
<b>Change and loss</b>	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
<b>Family</b>	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make.  To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
<b>Friendships</b>	Exploring the impact that bullying might have.  Exploring issues which might be encountered in friendships and how these might impact the friendship.	To understand what might lead to someone bullying others.  To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships.  To understand the concepts of negotiation and compromise.
<b>Respectful relationships</b>	Exploring and questioning the assumptions we make about people based on how they look.	To know that stereotypes can be unfair, negative and destructive.  To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships.  Identifying ways to challenge stereotypes.	To understand what respect is.  To understand that everyone deserves respect but respect can be lost.  To understand that stereotypes can lead to bullying and discrimination.
<b>Change and loss</b>	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions.  To know that grief is the process people go through when someone close to them dies.

## Health and Wellbeing

Sub-strand	EYFS		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily.	Learning how to wash hands properly.  Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene.  To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.  To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for my teeth.
<b>Physical health and wellbeing</b>	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important.	Exploring positive sleep habits.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of a healthy balanced diet.  Suggesting how to improve an unbalanced meal.	To understand the balance of foods we need to keep healthy.
<b>Mental wellbeing</b>	Identifying how characters within a story may be feeling.  Identifying and expressing my own feelings.  Exploring coping strategies to help regulate emotions.  Exploring different facial expressions and identifying the different feelings they can represent.  Exploring ways to moderate behaviour, socially and emotionally.  Coping with challenge when problem solving.	To name some different feelings and emotions.  To know that I am a valuable individual.  To know that facial expressions can give us clues as to how a person is feeling.  To know that I can learn from my mistakes.  To know some strategies to calm down.	Identifying different ways to manage feelings.	To know that strengths are things we are good at.  To know that qualities describe what we are like.  To know the words to describe some positive and negative emotions.	Exploring strategies to manage different emotions.  Developing empathy.  Exploring the need for perseverance and developing a growth mindset.	To know that we can feel more than one emotion at a time.  To know that a growth mindset means being positive about challenges and finding ways to overcome them.

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	Understanding why it is important to look after my teeth.	To understand ways to prevent tooth decay.	Developing independence in looking after my teeth.	To know key facts about dental health.
<b>Physical health and wellbeing</b>	Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	To know the different food groups and how much of each of them we should have to have a balanced diet.	N/A	N/A
<b>Mental wellbeing</b>	Being able to breakdown a problem into smaller parts to overcome it.	To understand the importance of belonging.  To understand what a problem or barrier is and that these can be overcome.	Explore ways we can make ourselves feel happy or happier.  Developing the ability to appreciate the emotions of others in different situations.  Learning to take responsibility for my emotions by knowing that I can control some things but not others.  Developing a growth mindset.	To know that it is normal to experience a range of emotions.  To know that mental health refers to our emotional wellbeing, rather than physical.  To understand that mistakes can help us to learn.  To know who can help if we are worried about our own or other people's mental health.

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Discussing ways to prevent illness.  Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease.  To know that changes in the body could be possible signs of illness.
<b>Physical health and wellbeing</b>	Considering calories and food groups to plan healthy meals.  Developing greater responsibility for ensuring good quality sleep.	To know that calories are the unit that we use to measure the amount of energy certain foods give us.  To know that what we do before bed can affect our sleep quality.	Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).
<b>Mental wellbeing</b>	Taking responsibility for my own feelings.	N/A	Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).  To know the effects technology can have on mental health.

## Safety and the Changing Body

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.	To know that some rules are in place to keep us safe.  To know how to behave safely on the pavement and when crossing roads with an adult.		To know that some types of physical contact are never appropriate.	Discussing the concept of privacy.  Exploring ways to stay safe online.	To know the PANTS rule.  To know that I should tell an adult if I see something which makes me uncomfortable online.  To understand the difference between secrets and surprises.
<b>Drugs, alcohol and tobacco</b>	N/A	N/A	Learning what is and is not safe to put in or on our bodies.	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	Exploring what people can do to feel better when they are ill.  Learning how to be safe around medicines.	To know that medicine can help us when we are ill.  To understand that we should only take medicines when a trusted adult says we can.
<b>The changing adolescent body</b>	N/A	N/A	N/A	N/A	N/A	To know the names of parts of my body including private parts.
<b>Basic first aid</b>	N/A	N/A	Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.  To know that the emergency services are the police, fire service and the ambulance service.	N/A	N/A

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p>	<p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the rules for being safe near roads.</p>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p>
<b>Drugs, alcohol and tobacco</b>	<p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p>	<p>To understand that other people can influence our choices.</p>	<p>Discussing the benefits of being a non-smoker.</p>	<p>To understand the risks associated with smoking tobacco.</p>
<b>The changing adolescent body</b>	N/A	N/A	<p>Discussing some physical and emotional changes during puberty.</p>	<p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p>
<b>Basic first aid</b>	<p>Learning what to do in a medical emergency, including calling the emergency services.</p>	<p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>	N/A	N/A

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic).  To know some of the possible risks online.	Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships.  To know where to get help with online problems.
<b>Drugs, alcohol and tobacco</b>	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
<b>The changing adolescent body</b>	Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle.  To know the names of the external sexual parts of the body and the internal reproductive organs.  To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
<b>Basic first aid</b>	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRSABC).

## Citizenship

EYFS (Reception)		Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	To know that we have rules to keep everything fair, safe and enjoyable for everyone.  To understand that we all have similarities and differences and that make us special.  To know that we all have different beliefs and celebrate special times in different ways.	Recognising why rules are necessary.  Exploring the differences between people.	To know the rules in school.  To understand that people are all different.	Explaining why rules are in place.  Learning how to discuss issues of concern to me.	To know some of the different places where rules apply.  To know that some rules are made to be followed by everyone and are known as 'laws'.  To understand that everyone has similarities and differences.

Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p>	<p>To understand the UN Convention on the Rights of the Child.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand the role of charities in the community.</p>	<p>Discussing how we can help to protect human rights.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that there are a number of groups which make up the local community.</p>
Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge
<p>Developing an understanding of how parliament and Government work.</p>	<p>To know what happens when someone breaks the law.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p>	<p>Discussing how education and other human rights protect us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p>To know that education is an important human right.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p>

## Identity

Year 6 only	
Skills	Knowledge
Exploring how the media might influence our identity.	To know that identity is the way we see ourselves and also how other people see us.

## Appendix 2

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Same sex relationships</b>	<p>L1: What is family?  Families from pupils' own experiences. Same sex not specifically included if it is not raised by the children.</p> <p><small>This lesson will be covered during Autumn 1.</small></p>	<p>L2: Families are all different  Introduction to different types of families. Same sex not specifically included but may arise as part of the discussion</p> <p><small>This lesson will be covered during Autumn 1.</small></p>	<p>L 1: Healthy families  Different types of family setups are introduced, including same sex parents</p> <p><small>This lesson will be covered during Autumn 1.</small></p>	<p>L7: Families in the wider world  Different types of family set-ups around the world. Same sex not specifically included but could be part of the discussion</p> <p><small>This lesson will be covered during Autumn 1.</small></p>	<p>L 3: Marriage  Includes same sex marriage  <small>This lesson will be covered during Autumn 1.</small></p> <p>L 5: Family life  <small>Different family set ups (including same sex parents) and dealing with problems</small></p> <p><small>This lesson will be covered during Autumn 1.</small></p>	<p>L 6: Pregnancy and birth  Touches on same sex couples having children  <small>This lesson will be covered during Spring 2 and Summer 1.</small></p>
<b>Alcohol and Tobacco</b>	<p>L6: Safety with substances  What is and isn't safe to go in or on the body - including medicines</p>		<p>L7: Influences  Making choices and recognising influences</p>	<p>L8: Tobacco  <small>This lesson will be covered during Spring 2 and Summer 1.</small></p>	<p>L7: Making decisions  The influence others can have  <small>This lesson will be covered during Spring 2 and Summer 1.</small></p>	<p>L1: Alcohol  The risks of alcohol  <small>This lesson will be covered during Spring 2 and Summer 1.</small></p>

	<p>This lesson will be covered during Spring 2 and Summer 1.</p>		<p>This lesson will be covered during Spring 2 and Summer 1.</p>			
<b>Menstruation</b>				<p>L4: Menstruation</p> <p><b>The menstrual cycle and dealing with periods</b></p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>	<p>L5: Conception</p> <p><b>Includes revision of menstruation from Year 5</b></p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>	
<b>Puberty</b>				<p>L6: Growing up</p> <p><b>Changes from birth to adulthood</b></p> <p>This lesson will be covered during Spring 2/ Summer 1.</p> <p>L7: Introducing puberty</p> <p><b>Physical changes during puberty</b></p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>	<p>L3: Puberty</p> <p><b>Physical changes</b></p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>	<p>L4: Physical and emotional changes in puberty</p> <p><b>Changes that happen during puberty</b></p> <p>This lesson will be covered during Spring 2/ Summer 1.</p>

<b>Conception and pregnancy</b> *(Parents have a right to withdraw their child from these lessons)					L5: Conception  Intercourse  This lesson will be covered during Summer 1/ Summer 2.	L5: Conception  Intercourse  This lesson will be covered during Summer 1/ Summer 2.
<b>Body parts (vocabulary introduced)</b>	L5: Appropriate contact  Introducing acceptable and unacceptable touch  This lesson will be covered during Spring 2/ Summer 1.	L5: Appropriate contact  My private parts are private Safe and unsafe touches.  This lesson will be covered during Spring 2/ Summer 1.		L7: Introducing puberty  Including: breasts, genitals, penis,  This lesson will be covered during Spring 2/ Summer 1.	L3: Puberty  Including: vagina, vulva, penis, scrotum, testicle  This lesson will be covered during Spring 2/ Summer 1.	L4: Physical and emotional changes in puberty  Including internal and external reproductive parts  This lesson will be covered during Spring 2/ Summer 1.

<b>Digital safety</b>				<p>L1: Internet safety - age restrictions</p> <p>Age restrictions related to social media and gaming</p> <p><i>This lesson will be covered during Spring 2/ Summer 1.</i></p>	<p>L1: Online friendships</p> <p><b>Issues related to online relationships</b></p> <p><i>This lesson will be covered during Spring 2/ Summer 1.</i></p> <p>Lesson 2: Staying safe online</p> <p><b>How to stay safe online</b></p> <p><i>This lesson will be covered during Spring 2/ Summer 1.</i></p>	<p>L3: Social media</p> <p><b>Online relationships</b></p> <p><i>This lesson will be covered during Spring 2/ Summer 1.</i></p>