



## Somerford Primary School

### Relationships and Sex Education Policy

**Written: September 2020**

**Review September 2021**

*"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."*

DfE Guidance 2019

#### **Context:**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a Personal, Social and Health Education (PSHE) curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Somerford Primary School we value Personal, Social, Health Education as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We teach PHSE as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. Through using the Jigsaw Programme we follow a comprehensive Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Jigsaw also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## Statutory Relationships, Sex and Health Education overview

*"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."*

DfE Guidance 2019

At Somerford Primary School we include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our children's needs. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year. **(See Appendix A)**

Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. Appendix B below maps the guidance to Jigsaw PSHE 3-11 by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage. The numbers in the boxes refer to the lesson plan in that Puzzle (unit) that contributes most to the specific statutory outcome. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore Somerford Primary School, meets the statutory Relationships and Health Education requirements. **(See Appendix B)**

### Relationships Education

Relationships Education in primary schools covers 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

Whilst the Relationships Puzzle unit in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

### Health Education

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

Whilst the Healthy Me Puzzle unit in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured, social skills are grown every lesson through group activities and respect is enhanced through establishing a supportive classroom environment in which to share ideas and thoughts.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle unit.

## **Sex Education**

The DfE Guidance 2019 recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'.

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the national curriculum for science, how a baby is conceived and born'.

At Somerford Primary School, we define Sex Education as understanding human reproduction. We intend to teach this through our science curriculum and through Jigsaw. During Year 5 in science, we learn about the human timeline, from pre-natal to old age, the different development stages of babies, how our bodies change during puberty, the gestation period of different animals and how our bodies change as we grow old. Parents do not have the right to withdraw their children from these lessons. In the Changing Me Puzzle unit (Puberty lesson) children are taught about different parts of their body and how their bodies change during puberty. Upper Key Stage Two builds upon prior learning and children are taught, in age appropriate terms about conception.

Parents will be informed in advance of the Sex Education lesson taking place and are welcome to view the resources used in the lesson. Parents then have a right to withdraw from these lessons, should they wish, by writing to Mrs Frampton.

## **Vocabulary**

At Somerford Primary we believe that using the correct language to name body parts is important to avoid misconceptions and misunderstandings as the children grow older. This begins in Year One where the words vagina, penis and testicles are taught. In Year Two we revisit these terms and also introduce vulva and anus. By the end of Year 6, children will understand the names for the internal reproduction body parts as well as the external ones. This includes breasts, sperm, egg, ovaries, womb, ovary and fallopian tubes. These are taught within our Changing Me Puzzle unit during the Puberty lesson, which parents have a right to withdraw their child from.

## **Equality and LGBTQ (Lesbian, Gay, Bi-Sexual, Transgender, Queer)**

At Somerford Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise.

*The DfE Guidance 2019 states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."*

*At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".*

The Jigsaw Puzzle unit, 'Celebrating Difference' helps children to understand that difference does not need to be feared but can be a source of celebration. This supports Somerford Primary School with our obligation to align with the Equality Act 2010.

Jigsaw does not 'promote' LGBTQ lifestyles. However, it does raise children's awareness that some people in society are LGBTQ. This is not done in isolation. When discussing similarity and difference in Jigsaw lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. Within the context of these lessons they will also be introduced to different cultures and ethnicities, people with different religions and beliefs, and about people with disability or special needs. They will also be aware that some people are LGBTQ.

The Relationships and Health Education guidance does not suggest a specific age when LGBTQ should be brought into the curriculum, but there is an expectation for it to be included in a sensitive and age-appropriate manner. Schools using Jigsaw will be compliant with these new regulations.

In our PSHE / SRE lessons, any reference to adult relationships, whether LGBTQ or heterosexual people is NOT describing sexual activity as this would be inappropriate. Relationships lessons focus on respect and regard between people e.g. friendships and families. Only a very small number of these lessons in the entire scheme have any focus upon LGBTQ issues. Jigsaw's philosophy is about inclusion and valuing all children. **See Appendix C.**

## Appendix A

| Term      | Puzzle (Unit)          | Content  |
|-----------|------------------------|--|
| Autumn 1: | Being Me in My World   | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.   |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding  |
| Spring 1: | Dreams and Goals       | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society  |
| Spring 2: | Healthy Me             | Includes drugs and alcohol education, self-esteem and confidence as well   |
| Summer 1: | Relationships          | as healthy lifestyle choices, sleep, nutrition, rest and exercise<br>Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss |
| Summer 2: | Changing Me            | Includes Relationships and Sex Education in the context of coping positively with change   |

## Appendix B

### KEY STAGE ONE:

| Relationships Education<br>By the end of Primary pupils should know: |   | Year 1 - Ages 5-6    |                        |                  |            |               | Year 2 - Ages 6-7 |                      |                        |                  |            |               |             |
|--|---|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
|  |   | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me       | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Families and the people who care for me                              | (R1) that families are important for children growing up because they can give love, security and stability   |                      |                        |                  |            | 1             | 1                 |                      |                        |                  |            | 1             |             |
|  | (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives |                      |                        |                  |            | 1             |                   |                      |                        |                  |            | 1             |             |
|  | (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care  |                      |                        |                  |            | 1             |                   |                      |                        |                  |            | 1             |             |
|  | (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up  |                      |                        |                  |            | 1             |                   |                      |                        |                  |            | 1             |             |
|  | (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong   |                      |                        |                  |            |               |                   |                      |                        |                  |            | 1             |             |
|  | (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed  |                      |                        |                  |            |               | 6                 |                      |                        |                  |            | 1,4           |             |

| Relationships Education<br>By the end of Primary pupils should know: |  | Year 1 - Ages 5-6    |                        |                  |            |               | Year 2 - Ages 6-7 |                      |                        |                  |            |               |
|--|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|
|  |  | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me       | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Caring friendships   | (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends  | 2                    | 5                      |                  |            | 2             |                   | 6                    |                        |                  | 3          |               |
|  | (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties                           |                      | 5                      |                  |            | 2             |                   | 6                    |                        |                  | 6          |               |
|  | (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  | 3                    | 5                      |                  |            | 2,5           |                   | 5                    |                        |                  | 3          |               |
|  | (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  |                      | 5                      |                  |            | 2,5           |                   | 6                    |                        |                  | 3          |               |
|  | (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |                      | 5                      |                  |            | 2,4,5         |                   | 4                    |                        |                  | 5          |               |

| Relationships Education<br>By the end of Primary pupils should know: |  | Year 1 - Ages 5-6    |                        |                  |            |               | Year 2 - Ages 6-7 |                      |                        |                  |            |               |             |
|--|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
|  |  | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me       | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Respectful relationships   | (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs | 3,6                  | 1,2,6                  | 3                |            | 2,6           |                   | 2-6                  | 5,6                    | 3                |            | 3,5           |             |
|  | (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships  |                      | 5                      |                  |            | 6             |                   | 5,6                  | 4,5                    | 3,4              |            | 5             |             |
|  | (R14) the conventions of courtesy and manners  | 2,3                  |                        |                  |            | 3             |                   | 2-6                  | 4,5                    | 3-6              |            |               |             |
|  | (R15) the importance of self-respect and how this links to their own happiness   |                      |                        |                  | 6          | 5             | 5                 | 3,4                  |                        | 2                |            | 5             |             |
|  | (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority                             | 3,6                  | 1,2                    | 3                |            | 4,6           |                   | 2-4                  | 4-6                    | 3-6              |            | 2-5           |             |
|  | (R17) 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                                       |                      | 3,4                    |                  |            |               |                   |                      | 3                      |                  |            |               |             |
|  | (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive   |                      |                        |                  |            |               |                   |                      | 1,2                    |                  |            |               |             |
|  | (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults  |                      | 5                      |                  |            | 3,4           | 4                 | 2                    | 4,5                    | 4-6              |            | 2,4           | 5           |



| Relationships Education<br>By the end of Primary pupils should know: |  | Year 1 - Ages 5-6    |                        |                  |            |                              | Year 2 - Ages 6-7 |                      |                        |                  |            |               |
|--|--|----------------------|------------------------|------------------|------------|------------------------------|-------------------|----------------------|------------------------|------------------|------------|---------------|
|  |  | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships                | Changing Me       | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Online relationships   | (R20) that people sometimes behave differently online, including by pretending to be someone they are not  |                      |                        |                  |            | Additional lesson on website |                   | 4                    |                        |                  | 4          |               |
|  | (R21) 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 |                      |                        |                  |            | Additional lesson on website |                   | 3                    |                        |                  |            |               |
|  | (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them  |                      |                        |                  |            | Additional lesson on website |                   | 3                    |                        |                  | 4          |               |
|  | (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met                     |                      |                        |                  |            | Additional lesson on website |                   |                      |                        |                  |            |               |
|  | (R24) how information and data is shared and used online   |                      |                        |                  |            |                              |                   |                      |                        |                  |            |               |

| Relationships Education<br>By the end of Primary pupils should know: |  | Year 1 - Ages 5-6    |                        |                  |            |               | Year 2 - Ages 6-7 |                      |                        |                  |            |               |
|--|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|
|  |  | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me       | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Being safe   | (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)   |                      | 5                      |                  |            | 3,5           | 4                 | 2                    | 4,5                    |                  | 2          | 5             |
|  | (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe |                      |                        |                  |            | 3             | 4                 |                      |                        |                  | 4          | 4,5           |
|  | (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact                                |                      |                        |                  |            | 3             | 4                 |                      |                        |                  | 2          | 4             |
|  | (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know   |                      |                        |                  |            | 3,4           |                   |                      |                        |                  | 2          |               |
|  | (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult  |                      | 3,4                    |                  |            |               | 4                 |                      |                        |                  | 2          | 4,5           |
|  | (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard  |                      |                        | 5                |            | 5             |                   |                      | 4                      | 2                | 2          | 5             |
|  | (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so   |                      | 4                      |                  |            |               |                   |                      | 4                      |                  | 4,5        | 5             |
| (R32) where to get advice e.g. family, school and/or other sources   |  | 4                    |                        |                  | 4          | 6             | 2                 | 4                    |                        | 2,4              | 5          |               |

| Physical Health and Mental Wellbeing<br>By the end of Primary pupils should know: |  | Year 1 - Ages 5-6    |                        |                  |            |               | Year 2 - Ages 6-7 |                      |                        |                  |            |               |             |
|---|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
|   |  | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me       | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Mental wellbeing  | (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health  |                      |                        |                  | 1,2        |               |                   |                      |                        | 2                |            |               |             |
|   | (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations   | 4                    | 6                      | 1                | 1          | 6             | 6                 | 1                    | 1,5,6                  | 1,5              | 2          | 4-6           | 6           |
|   | (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  | 4                    | 6                      | 6                | 2          | 5             | 6                 | 1                    | 1,5,6                  | 1,5              | 2          | 4-6           | 6           |
|   | (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate   | 5                    |                        | 5                |            |               | 2                 |                      | 4                      | 6                |            |               |             |
|   | (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness   |                      |                        |                  | 1,2,6      |               |                   |                      |                        |                  | 1,2,4-6    |               |             |
|   | (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests   |                      |                        |                  | 1-6        | 5,6           |                   |                      |                        |                  | 1-6        |               |             |
|   | (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support  | 1                    | 3,4                    |                  |            |               |                   |                      | 5                      |                  |            |               |             |
|   | (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing   |                      | 3,4                    |                  |            |               |                   |                      | 3                      |                  |            |               |             |
|   | (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) |                      | 4                      |                  |            | 4             |                   |                      | 4                      |                  |            |               |             |
|   | (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough  |                      |                        |                  |            |               |                   |                      |                        |                  |            |               |             |

| Physical Health and Mental Wellbeing<br>By the end of Primary pupils should know: |   | Year 1 - Ages 5-6    |                        |                  |            |               | Year 2 - Ages 6-7 |                      |                        |                  |            |               |
|---|---|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|
|   |   | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me       | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Physical health and fitness   | (H18) the characteristics and mental and physical benefits of an active lifestyle   |                      |                        |                  | 1-6        |               |                   |                      |                        | 1-3,5,6          |            |               |
|   | (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this, for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise |                      |                        |                  | 1,2        |               |                   |                      |                        | 1,2              |            |               |
|   | (H20) the risks associated with an inactive lifestyle (including obesity)   |                      |                        |                  |            |               |                   |                      |                        | 1,6              |            |               |
|   | (H21) how and when to seek support including which adults to speak to in school if they are worried about their health  |                      |                        |                  | 5          |               |                   |                      |                        | 3                |            |               |

| Physical Health and Mental Wellbeing<br>By the end of Primary pupils should know: |   | Year 1 - Ages 5-6    |                        |                  |            |               | Year 2 - Ages 6-7 |                      |                        |                  |            |               |
|---|---|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|
|   |   | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me       | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Healthy eating  | (H22) what constitutes a healthy diet (including understanding calories and other nutritional content)  |                      |                        |                  | 2          |               |                   |                      |                        | 4,5              |            |               |
|   | (H23) the principles of planning and preparing a range of healthy meals   |                      |                        |                  | 2          |               |                   |                      |                        | 4,5              |            |               |
|   | (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) |                      |                        |                  | 6          |               |                   |                      |                        | 4,5              |            |               |

| Physical Health and Mental Wellbeing<br>By the end of Primary pupils should know: |   | Year 1 - Ages 5-6    |                        |                  |            |               | Year 2 - Ages 6-7 |                      |                        |                  |            |               |
|---|---|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|
|   |   | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me       | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Drugs, alcohol and tobacco  | (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking |                      |                        |                  | 4          |               |                   |                      |                        | 3                |            |               |





| Relationships Education<br>By the end of Primary pupils should know: |  | Year 3 - Ages 7-8    |                        |                  |            |               | Year 4 - Ages 8-9 |                      |                        |                  |            |               |             |
|--|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
|  |  | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me       | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Caring friendships   | (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends  | 1                    | 6                      |                  |            | 2             |                   | 1                    |                        |                  | 1          | 4             |             |
|  | (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties                           | 1                    |                        |                  |            | 2             |                   | 1                    |                        |                  | 1,2,5      | 4,5           |             |
|  | (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  | 1                    | 5                      |                  |            | 2             |                   | 1                    |                        |                  | 5          | 4-6           |             |
|  | (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  |                      | 5                      |                  |            | 2             |                   |                      |                        |                  | 2,5        | 4             |             |
|  | (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |                      | 3,4                    |                  |            | 3             |                   | 2                    | 2,3                    |                  | 1,2,5,6    | 4             |             |

| Relationships Education<br>By the end of Primary pupils should know:                                  |  | Year 3 - Ages 7-8    |                        |                  |            |               | Year 4 - Ages 8-9 |                      |                        |                  |            |               |             |
|---|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
|   |  | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me       | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Respectful relationships  | (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs | 2                    | 5,6                    | 1                |            | 2             |                   | 2,3                  | 2                      | 3                | 5,6        | 4-6           |             |
|   | (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships  | 3                    | 5                      | 6                |            | 6             |                   | 5                    | 1,2                    |                  | 1,2,5      | 4,5           |             |
|   | (R14) the conventions of courtesy and manners  | 5,6                  | 5                      | 5                |            |               |                   | 2,4                  |                        | 5                | 6          | 4,5           |             |
|   | (R15) the importance of self-respect and how this links to their own happiness   |                      | 6                      | 5                | 6          |               |                   |                      | 5,6                    |                  | 6          |               |             |
|   | (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority                             | 3                    | 5,6                    |                  |            | 6             |                   | 3                    | 5,6                    | 6                | 5,6        | 4-6           |             |
|   | (R17) 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                                       |                      | 3-5                    |                  |            | 3             |                   |                      | 3                      |                  |            |               |             |
|   | (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive   |                      | 5                      |                  |            | 1             | 5                 |                      |                        |                  |            |               |             |
| (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults | 5,6  |                      |                        |                  | 2          |               | 4                 |                      |                        | 2,6              | 4,6        |               |             |

| Relationships Education<br>By the end of Primary pupils should know: |  | Year 3 - Ages 7-8    |                        |                  |            |               | Year 4 - Ages 8-9 |                      |                        |                  |            |               |             |
|--|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
|  |  | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me       | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Online relationships   | (R20) that people sometimes behave differently online, including by pretending to be someone they are not  |                      | 5                      |                  | 5          | 3             |                   |                      | 2                      |                  | 2,5        |               |             |
|  | (R21) 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 | 4                    | 5                      |                  | 5          | 3             |                   |                      | 2                      |                  | 2          |               |             |
|  | (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them  |                      |                        |                  | 4,5        | 3             |                   |                      | 2,3                    |                  | 2,6        |               |             |
|  | (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met                     |                      | 5                      |                  | 4,5        | 3             |                   |                      |                        |                  |            |               |             |
|  | (R24) how information and data is shared and used online   |                      |                        |                  | 4,5        | 3             |                   |                      |                        |                  |            |               |             |







| Physical Health and Mental Wellbeing<br>By the end of Primary pupils should know: |   | Year 3 - Ages 7-8    |                        |                  |                                    |               | Year 4 - Ages 8-9 |                      |                        |                  |                                    |               |             |
|---|---|----------------------|------------------------|------------------|------------------------------------|---------------|-------------------|----------------------|------------------------|------------------|------------------------------------|---------------|-------------|
|   |   | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me                         | Relationships | Changing Me       | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me                         | Relationships | Changing Me |
| Health and prevention   | (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body                             |                      |                        |                  |                                    |               |                   |                      |                        |                  | 3,4                                |               |             |
|   | (H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer                            |                      |                        |                  | Additional lesson on website (KS2) |               |                   |                      |                        |                  | Additional lesson on website (KS2) |               |             |
|   | (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn |                      |                        |                  | 2                                  |               |                   |                      |                        |                  |                                    |               |             |
|   | (H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist             |                      |                        |                  |                                    |               |                   |                      |                        |                  |                                    |               |             |
|   | (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing      |                      |                        |                  |                                    |               |                   |                      |                        |                  |                                    |               |             |
|   | (H31) the facts and science relating to allergies, immunisation and vaccination   |                      |                        |                  |                                    |               |                   |                      |                        |                  |                                    |               |             |

| Physical Health and Mental Wellbeing<br>By the end of Primary pupils should know: |  | Year 3 - Ages 7-8    |                        |                  |            |               | Year 4 - Ages 8-9 |                      |                        |                  |            |               |             |
|---|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
|   |  | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me       | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Basic first aid   | (H32) how to make a clear and efficient call to emergency services if necessary                      |                      |                        |                  | 4          |               |                   |                      |                        |                  |            |               |             |
|   | (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries |                      |                        |                  |            |               |                   |                      |                        |                  |            |               |             |

| Physical Health and Mental Wellbeing<br>By the end of Primary pupils should know: |   | Year 3 - Ages 7-8    |                        |                  |            |               | Year 4 - Ages 8-9 |                      |                        |                  |            |               |             |
|---|---|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
|   |   | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me       | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Changing adolescent body  | (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes |                      |                        |                  |            |               | 3,4               |                      |                        |                  |            |               | 2,3         |
|   | (H35) about menstrual wellbeing including the key facts about the menstrual cycle   |                      |                        |                  |            |               | 3,4               |                      |                        |                  |            |               | 3           |

## UPPER KEY STAGE TWO (Years 5 & 6)

| Relationships Education<br>By the end of Primary pupils should know: |   | Year 5 - Ages 9-10   |                        |                  |            |               | Year 6 - Ages 10-11 |                      |                        |                  |            |               |             |     |
|--|---|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|-----|
|  |   | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me         | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |     |
| Families and the people who care for me                              | (R1) that families are important for children growing up because they can give love, security and stability   |                      |                        |                  |            |               |                     |                      |                        |                  |            |               | 3           |     |
|  | (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives |                      |                        |                  |            |               |                     |                      |                        |                  |            |               |             |     |
|  | (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care  |                      |                        |                  |            |               |                     |                      | 2                      |                  |            |               |             |     |
|  | (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up  |                      |                        |                  |            |               |                     |                      |                        |                  |            |               |             | 3,4 |
|  | (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong   |                      |                        |                  |            |               |                     |                      |                        |                  |            |               |             |     |
|  | (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed  |                      |                        |                  |            |               |                     | 5                    |                        |                  |            | 3,4           |             | 4   |



| Relationships Education<br>By the end of Primary pupils should know: |  | Year 5 - Ages 9-10   |                        |                  |            |               | Year 6 - Ages 10-11 |                      |                        |                  |            |               |             |
|--|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
|  |  | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me         | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Caring friendships   | (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends  |                      |                        |                  |            |               |                     | 5                    |                        |                  | 3,4        |               | 4           |
|  | (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties                           |                      |                        |                  |            |               |                     |                      |                        |                  |            | 4             | 4           |
|  | (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  |                      | 3,4                    |                  |            |               |                     |                      |                        |                  |            | 4             | 4           |
|  | (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  |                      | 3,4                    |                  |            |               |                     |                      |                        |                  |            | 4             |             |
|  | (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |                      |                        |                  |            |               | 2,6                 |                      | 3,4                    |                  | 3,4        | 5             |             |

| Relationships Education<br>By the end of Primary pupils should know:                                  |  | Year 5 - Ages 9-10   |                        |                  |            |               | Year 6 - Ages 10-11 |                      |                        |                  |            |               |             |
|---|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
|   |  | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me         | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Respectful relationships  | (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs | 3,4                  | 1,2                    | 5,6              | 4          | 2-6           |                     | 2-6                  | 2,5                    | 4                |            |               |             |
|   | (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships  | 4                    | 6                      |                  |            | 1-6           |                     | 4-6                  | 5,6                    | 4                |            | 4-6           | 4,5         |
|   | (R14) the conventions of courtesy and manners  | 3-6                  |                        |                  |            | 2-6           |                     | 4                    |                        |                  |            |               |             |
|   | (R15) the importance of self-respect and how this links to their own happiness   | 3                    | 6                      | 3                | 4,5        | 1             | 1                   |                      | 1                      | 1                | 1,6        | 2             | 1,5         |
|   | (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority                             | 2                    | 1                      | 4                | 4          | 2,3           |                     |                      | 5,6                    | 6                | 5,6        |               | 5           |
|   | (R17) 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                                       |                      | 4                      |                  |            | 2             |                     |                      | 4                      |                  |            | 4             |             |
|   | (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive   |                      | 1                      |                  | 4          |               |                     |                      | 2                      |                  |            |               |             |
| (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults |  |                      |                        |                  | 2,3        |               |                     | 3                    |                        | 6                | 4          | 4,5           |             |

| Relationships Education<br>By the end of Primary pupils should know: |  | Year 5 - Ages 9-10   |                        |                  |            |               | Year 6 - Ages 10-11 |                      |                        |                  |            |               |             |
|--|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
|  |  | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me         | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Online relationships   | (R20) that people sometimes behave differently online, including by pretending to be someone they are not  |                      |                        |                  |            | 2-6           |                     |                      |                        |                  |            | 5             |             |
|  | (R21) 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 |                      |                        |                  |            | 2-6           |                     | 3                    |                        |                  |            | 5,6           |             |
|  | (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them  |                      |                        |                  |            | 2-6           |                     |                      |                        |                  |            | 5,6           |             |
|  | (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met                     |                      |                        |                  |            | 2-6           |                     |                      |                        |                  |            | 5,6           |             |
|  | (R24) how information and data is shared and used online   |                      |                        |                  |            | 2-6           |                     |                      |                        |                  |            | 5,6           |             |

| Relationships Education  |  | Year 5 - Ages 9-10   |                        |                  |            |               | Year 6 - Ages 10-11 |                      |                        |                  |            |               |             |     |
|--|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|-----|
| By the end of Primary pupils should know:                          |  | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me         | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |     |
| Being safe   | (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)   |                      |                        |                  | 4          | 2,3           | 1                   | 4                    | 3                      |                  | 3,4        | 4-6           |             |     |
|  | (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe |                      |                        |                  |            | 2,3           | 1                   |                      |                        |                  | 6          | 4-6           |             |     |
|  | (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact                                |                      |                        |                  | 4          |               | 1                   |                      |                        |                  |            | 1,6           | 1,2         | 1,5 |
|  | (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know   |                      |                        |                  |            |               |                     |                      |                        |                  |            |               | 4-6         |     |
|  | (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult  |                      | 3                      |                  |            | 2,3           |                     |                      |                        |                  |            |               | 5           |     |
|  | (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard  |                      | 3                      |                  |            | 3             | 2                   |                      |                        | 4                |            | 5,6           | 4           | 2   |
|  | (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so   |                      | 2                      |                  |            | 3             | 2                   |                      |                        | 3,4              |            | 1-6           | 4           |     |
| (R32) where to get advice e.g. family, school and/or other sources |  | 3,4                  |                        |                  | 3          | 2             |                     |                      | 3                      |                  | 1-6        | 1-6           | 2,3         |     |

| Physical Health and Mental Wellbeing      |  | Year 5 - Ages 9-10   |                        |                  |            |               | Year 6 - Ages 10-11 |                      |                        |                  |            |               |             |
|---|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| By the end of Primary pupils should know: |  | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me         | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Mental wellbeing                          | (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health  |                      |                        |                  | 6          | 6             | 6                   |                      |                        |                  | 1,5,6      | 1,2           | 1,5         |
|   | (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations   | 2                    | 3                      | 1                | 6          | 1             | 3                   | 2,3                  | 6                      | 3                | 2          | 3             | 6           |
|   | (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  | 2                    | 3                      | 1                | 6          | 1             | 3                   | 2,3                  | 6                      | 3                | 2          | 3             | 6           |
|   | (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate   |                      | 2                      |                  | 5,6        | 1             | 5,6                 | 4                    | 1                      | 5                | 5,6        | 1-3           | 1,5,6       |
|   | (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness   |                      |                        |                  | 6          | 5             | 1                   |                      |                        |                  | 1,5,6      | 1,2           |             |
|   | (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests   |                      |                        |                  | 6          |               | 1                   |                      |                        |                  | 1,5,6      | 1,2           | 1,5,6       |
|   | (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support  | 5                    | 3,4                    |                  |            | 1             |                     |                      | 1-3                    | 4                | 1,5,6      | 1-3           | 1           |
|   | (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing   |                      | 4                      |                  |            | 2,3           |                     |                      | 4                      |                  | 2-4        | 4             |             |
|   | (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) |                      | 3,4                    |                  | 3          | 2,3           |                     |                      |                        |                  | 1-6        | 1-4           | 1-6         |
|   | (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough  |                      |                        |                  | 4-6        | 2,3           | 1                   |                      | 1,2                    |                  | 1-6        | 1-3           | 1, 5,6      |



| Physical Health and Mental Wellbeing<br>By the end of Primary pupils should know: |   | Year 5 - Ages 9-10   |                        |                  |            |               | Year 6 - Ages 10-11 |                      |                        |                  |            |               |             |
|---|---|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
|   |   | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me         | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Internet safety and harms   | (H11) that for most people the internet is an integral part of life and has many benefits   |                      |                        |                  | 2-6        |               |                     |                      |                        |                  |            | 5,6           |             |
|   | (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. |                      |                        |                  | 2-6        |               |                     |                      |                        | 5,6              | 5,6        |               |             |
|   | (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private                                 |                      |                        |                  |            | 2-6           |                     |                      | 3,4                    |                  |            | 5,6           |             |
|   | (H14) why social media, some computer games and online gaming, for example, are age restricted  |                      |                        |                  |            | 2-6           |                     |                      |                        |                  |            | 5,6           |             |
|   | (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health  |                      |                        |                  |            | 2-6           |                     |                      |                        |                  |            | 5,6           |             |
|   | (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted  |                      |                        |                  |            | 2-6           |                     |                      |                        |                  |            | 5,6           |             |
|   | (H17) where and how to report concerns and get support with issues online   |                      |                        |                  |            | 2-6           |                     |                      | 3,4                    |                  | 1-6        | 1-6           |             |

| Physical Health and Mental Wellbeing<br>By the end of Primary pupils should know: |   | Year 5 - Ages 9-10   |                        |                  |            |               | Year 6 - Ages 10-11 |                      |                        |                  |            |               |             |
|---|---|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
|   |   | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me         | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Physical health and fitness   | (H18) the characteristics and mental and physical benefits of an active lifestyle   |                      |                        |                  | 6          |               | 1                   |                      |                        |                  | 1,5,6      | 1,2           |             |
|   | (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise |                      |                        |                  | 6          |               |                     |                      |                        |                  | 1,5,6      |               |             |
|   | (H20) the risks associated with an inactive lifestyle (including obesity)   |                      |                        |                  | 6          |               |                     |                      |                        |                  | 6          |               |             |
|   | (H21) how and when to seek support including which adults to speak to in school if they are worried about their health  |                      |                        |                  | 1-6        |               |                     |                      |                        |                  | 1,6        | 1,2           |             |

| Physical Health and Mental Wellbeing<br>By the end of Primary pupils should know: |   | Year 5 - Ages 9-10   |                        |                  |            |               | Year 6 - Ages 10-11 |                      |                        |                  |            |               |             |
|---|---|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
|   |   | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me         | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Healthy eating  | (H22) what constitutes a healthy diet (including understanding calories and other nutritional content)  |                      |                        |                  |            |               |                     |                      |                        |                  |            |               |             |
|   | (H23) the principles of planning and preparing a range of healthy meals   |                      |                        |                  |            |               |                     |                      |                        |                  |            |               |             |
|   | (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) |                      |                        |                  | 1,2        |               |                     |                      |                        |                  | 1,2        |               |             |

| Physical Health and Mental Wellbeing<br>By the end of Primary pupils should know: |   | Year 5 - Ages 9-10   |                        |                  |            |               | Year 6 - Ages 10-11 |                      |                        |                  |            |               |             |
|---|---|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
|   |   | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me         | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Drugs, alcohol and tobacco  | (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking |                      |                        |                  | 1,2        |               |                     |                      |                        |                  | 2          |               |             |

| Physical Health and Mental Wellbeing  |   | Year 5 - Ages 9-10   |                        |                  |                                    |               | Year 6 - Ages 10-11 |                      |                        |                                    |            |               |             |
|---|---|----------------------|------------------------|------------------|------------------------------------|---------------|---------------------|----------------------|------------------------|------------------------------------|------------|---------------|-------------|
|   |   | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me                         | Relationships | Changing Me         | Being Me in My World | Celebrating Difference | Dreams and Goals                   | Healthy Me | Relationships | Changing Me |
| By the end of Primary pupils should know:                                       |   |                      |                        |                  |                                    |               |                     |                      |                        |                                    |            |               |             |
| Health and prevention   | (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body                             |                      |                        |                  |                                    |               |                     |                      |                        |                                    |            |               |             |
|   | (H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer                            |                      |                        |                  | Additional lesson on website (KS2) |               |                     |                      |                        | Additional lesson on website (KS2) |            |               |             |
|   | (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn |                      |                        |                  |                                    | 5             |                     |                      |                        |                                    | 5,6        |               |             |
|   | (H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist             |                      |                        |                  | Additional lesson on website (KS2) |               |                     |                      |                        |                                    |            |               |             |
|   | (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing      |                      |                        |                  |                                    |               |                     |                      |                        |                                    |            |               |             |
| (H31) the facts and science relating to allergies, immunisation and vaccination |   |                      |                        |                  |                                    |               |                     |                      |                        |                                    | 1          |               |             |

| Physical Health and Mental Wellbeing      |  | Year 5 - Ages 9-10   |                        |                  |            |               | Year 6 - Ages 10-11 |                      |                        |                  |            |               |             |
|---|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
|   |  | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me         | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| By the end of Primary pupils should know: |  |                      |                        |                  |            |               |                     |                      |                        |                  |            |               |             |
| Basic first aid                           | (H32) how to make a clear and efficient call to emergency services if necessary                      |                      |                        |                  | 3          |               |                     |                      |                        |                  |            |               |             |
|   | (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries |                      |                        |                  | 3          |               |                     |                      |                        |                  |            |               |             |

| Physical Health and Mental Wellbeing      |   | Year 5 - Ages 9-10   |                        |                  |            |               | Year 6 - Ages 10-11 |                      |                        |                  |            |               |             |
|---|---|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
|   |   | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me         | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| By the end of Primary pupils should know: |   |                      |                        |                  |            |               |                     |                      |                        |                  |            |               |             |
| Changing adolescent body                  | (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes |                      |                        |                  |            |               | 2-4                 |                      |                        |                  |            |               | 2           |
|   | (H35) about menstrual wellbeing including the key facts about the menstrual cycle   |                      |                        |                  |            |               | 2                   |                      |                        |                  |            |               | 2,3         |



## **Appendix C – LGBTQ overview in Key Stages:**

### **Key Stage One:**

LGBTQ is not mentioned specifically in lessons for children aged 4-7. However, in lessons that explore differences in families, pictorial resources such as those below are used as a discussion focus. Questions such as; 'Which photos show a family?' 'What is important about a family?' and 'What does your family mean to you?' help children understand about their own and other's families and how a family is founded in love and respect. Should children raise the question about pictures that show a same-gender couple, Jigsaw's teacher notes suggest this is explained to children in the following way: 'Some children have two mummies or two daddies.' Teachers are not expected to go beyond this response, or give more detail, as that would not be age-appropriate. However, this does acknowledge and include any children who have LGBTQ people as part of their family.

### **Key Stage Two:**

In materials for 7-11-year olds, some lessons about bullying provide opportunities for teachers to discuss and correct homophobic language the children may be using, such as the inappropriate use of the words 'gay' and 'lesbian', or the use of slang words that are LGBTQ-phobic. In the same lessons they will also be exploring racist and sexist language, or insulting language that is used about a person's physical appearance, their abilities, or whether they have special needs.

In these lessons, teachers explain that any insult is unkind and hurtful. Teachers explain that being gay is a type of adult relationship where two men or two women love each other in a romantic way, and if they choose, they can get married. Teachers are not expected to go beyond this definition and give more detail. It is simply explaining what being gay means and that the word 'gay' (or other LGBTQ-related words) should not be used in an insulting or derogatory way.

In Jigsaw's Relationships and Changing Me lessons for pupils aged 7-11 that cover relationships, puberty, growing-up and how a baby is made, children are given opportunities to ask questions if there is something they don't understand. LGBTQ relationships or being LGBTQ are not explicitly discussed in the lessons, unless questions are raised about it. In which case, Jigsaw's teacher notes give possible age-appropriate ways for teachers to answer these questions.