

Falcons Primary School



RSE and Health Education Policy June 2026

Approved by GB Date: June 2026

Review Date: June 2027

School Vision and Ethos Statement

We encourage all members of the Falcons Community to respect one another, to know that everyone has an important part to play in making the school as good as it can be, to take responsibility and be responsible, to strive for excellence and to try one's best in everything we do.

Our vision for Falcons Primary School is to be recognised as a school that values uniqueness, where children are provided with the skills to enable them to become:

- * successful learners
- * responsible citizens
- * creative thinkers and * reflective individuals.

SIKH ETHOS

The school draws on the teaching of the Sikh faith and is committed to providing not only an academic education, but one that will also encompass an underlying message of unity, equality and respect. High morals, discipline, love, compassion and selfless service towards all regardless of faith, gender or colour. Falcon School will embrace a universal, inclusive approach to spirituality.

AIMS

To achieve our vision, we aim for all pupils, staff, governors and parents to:

- Work in unity to make Falcons School a welcoming, stimulating and successful school. Encourage good manners, self-discipline and the desire to be enthusiastic learners who grow into forward thinking responsible citizens who respect, value and care for themselves and others.
- Provide an ethos with clear boundaries and expectations, enabling all children to succeed and to reach their full potential confidently, in a safe and supportive environment.
- Become excellent lifelong learners who are independent and prepared for the wider world and aim high to achieve aspirational goals.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

INTRODUCTION

This policy sets out our school's approach to statutory Relationships Education and Health Education and non-statutory Sex Education. We have based it on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2025).

The Department for Education guidance states that all primary schools must now teach Relationships Education and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum, including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. However, some related topics, such as puberty and menstrual wellbeing, do fall within the statutory requirements for Health Education and are therefore compulsory.

Within the statutory guidance document for RSE and Health Education, the DfE encourages schools to deliver age-appropriate sex education if they feel their pupils will benefit from this information, stating:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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."

ROLES AND RESPONSIBILITIES

Relationships and Sex Education (RSE) and Health Education form part of the Personal, Social and Health education (PSHE) curriculum in our school. The programme is led by the Senior Leadership Team and PSHE Co-ordinator, with the support of the PSHE lead governor.

PSHE lessons are taught by class teachers, supported by expert visitors as appropriate and necessary. Teaching staff receive training in the delivery of this curriculum through dedicated staff meetings, led by the Senior Leadership Team and PSHE Co-ordinator.

THE RSE AND HEALTH CURRICULUM

RSE and Health is lifelong learning about personal, physical, moral and emotional development and, at Falcons, it is underpinned by the ethos and values of our school. Through our RSE and Health Education programme we aim to provide children with the knowledge, skills and understanding they need to lead happy, healthy, independent lives and to keep themselves safe both in the real and online world. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

Relationships Education

In Relationships Education, we teach children that stable, caring relationships, which may be of different types, are at the heart of happy families. We help them to understand how important friendships are in making us feel happy and secure and about different types of bullying (including cyberbullying) and how to get help. They also learn 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. An important part of this curriculum is teaching pupils how to stay safe- see the 'SAFEGUARDING' section of this policy for details.

Health Education

In Health Education, we teach pupils the characteristics of good physical health and mental well-being. They learn about the benefits and importance of daily exercise, good nutrition and sufficient sleep and start to realise that some things are less good for us or can cause us harm. Pupils start to understand that they can take steps to protect and support their own health and well-being and they learn how to recognise and talk about their emotions. They learn the importance of balancing online activities with an active lifestyle and consider how online content can have an impact on their mental well-being. At an appropriate stage, we also teach key facts about puberty and the physical and emotional changes involved.

Non-Statutory Sex Education

At Falcons, we believe children should understand the facts about human reproduction before they leave primary school. We believe that teaching this additional content in an age-appropriate and sensitive manner ensures that pupils are better prepared for transition to secondary school and supports their personal and social development as they grow into young adults.

We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs, in the context of loving and respectful relationships. This is included in the "Changing Me" unit of Jigsaw (see next section) which is taught in the summer term. In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to "catch up" if they were not present for the previous year's lessons.

We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will

respond by telling them that they will learn about that when they are older. Please see the relevant section within this policy for further information on how teachers manage difficult questions within the context of sex education.

As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the ‘PARENTS’ section within this policy.

Occasionally, appropriate and suitably experienced and knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, for example the school nurse. All visitors will be familiar with and understand the school’s RSE policy and be expected to work within it.

CURRICULUM DELIVERY

At Falcons, we use the Jigsaw PSHE Scheme of Work to deliver our RSE and Health curriculum. Jigsaw 3-11 for Primary schools places strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. All elements are taught as part of our regular weekly timetabled PSHE education programme. RSE is delivered predominantly by class teachers in mixed gender groups, except when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the Senior Leadership Team.

Jigsaw sets all learning in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It teaches children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices. Pupils also learn how to recognise and report feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to ask for advice or help.

Although we teach all areas of Relationships and Sex Education (RSE) and Health Education as part of our Jigsaw PSHE lessons, we have split the learning objectives into separate areas to aid clarity and understanding, particularly for parents. Appendices 1-7 Show the content covered in each year group in the areas of: Relationships, Health Education and mental wellbeing , Sex Education and internet Safety.

TEACHING AND LEARNING

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.

- Respect everybody's contribution.
- No personal information - no names.
- No personal questions.
- No making fun.
- An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson.

All staff teaching RSE and Health Education will be supported and advised by the Senior Leadership Team and PSHE Co-ordinator on these matters as required.

MANAGING DIFFICULT QUESTIONS

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g., teacher, teaching assistant.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age appropriate (or within the school's RSE and Health policy), provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

INCLUSIVITY SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFERENCES

Our pupils have different needs based on their emotional and physical development, life experiences, level of English, and learning differences, but we aim to ensure that all pupils

are properly included in RSE and Health Education. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils, including those with Special Educational Needs or English as a second language. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

EQUALITY AND DIVERSITY

All RSE and health education is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010) as well as the school's equal opportunities policy. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE and Health will not influence the teaching of the subject in school.

In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE and Health education as a means of promoting any form of sexual orientation.

THE ROLE OF PARENTS

As a school, we are aware that the primary role of providing children's RSE and Health Education lies with parents and carers. We recognise the need to work with parents and carers to deliver an effective RSE and Health programme that meets the needs of our pupils. We wish to build a positive and supporting relationship through mutual understanding, trust and co-operation. In promoting this we will:

- inform parents about the school's RSE and Health Education policy and practice.
- answer any questions that parents may have about the RSE and Health Education of their child.
- take seriously any issues that parents raise with teachers or governors about the policy or the arrangements for RSE and Health Education in school.

Parents and carers will be given opportunities to view teaching materials used to deliver the RSE and Health Education programme, including the non-statutory sex education. They can ask to discuss any concerns with the class teacher or a member of the Senior Leadership Team.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science. Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the

National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach: see Appendix 8 for the government guide for parents.

Parents and carers who wish to exercise the right to withdraw their child from non-statutory sex education lessons should talk with the class teacher or a member of the Senior Leadership Team who will explore any concerns and discuss resources being used. If parents still wish to withdraw their child, this request will be recorded. The issue of withdrawal will be handled as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

SAFEGUARDING

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE and Health Education to be an important part of our school's approach to safeguarding. Children are taught:

- how to establish and maintain safe, respectful boundaries in friendships and other relationships, including online
- that their body belongs to them and the difference between appropriate, inappropriate and unsafe contact
- about privacy, personal information and the difference between safe secrets and secrets that should not be kept because they relate to safety
- how to recognise safe, unsafe and uncomfortable situations and identify trusted adults who can help
- how to respond safely to people they do not know, both in person and online
- that people may behave differently online or pretend to be someone they are not
- how to stay safe online, recognise risks, harmful content, bullying, grooming and inappropriate contact, and know how to report concerns
- how to recognise healthy and unhealthy behaviours in relationships, including bullying and controlling behaviour, in an age-appropriate way
- how to ask for help for themselves or others, and to keep seeking support until they are heard
- the correct vocabulary to describe and report worries, concerns or abuse.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the Designated Safeguarding Lead who will then deal with the matter in line with the school's Safeguarding Policy.

We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children with regard to RSE and Health Education. Any

visitor will follow the protocols set out above regarding any safeguarding or child protection concerns and a class teacher will always be present and responsible for classroom management.

MONITORING AND REVIEW

Our aim is to provide RSE and Health Education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

The Curriculum Committee of the governing body monitors our RSE and Health Education policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives consideration to any feedback from parents about the RSE programme and makes a record of all such comments.

Appendix 1: Reception

Relationships	Health Education and Mental Well-being
• I understand how it feels to belong and that we are similar and different. • I can work together with others and can consider other peoples' feelings. • I understand why it is good to be kind and use gentle hands. • I am starting to understand children's' rights and this means we should all be allowed to learn and play. • I can identify something I am good at and understand that everyone is good at different things. • I know we are all different but the same in some ways. • I can tell you how to be a kind friend. • I know which words to use to stand up for myself when someone says or does something unkind. • I can use kind words to encourage people. • I can identify some of the jobs I do in my family and how I feel like I belong. • I know how to make friends to stop myself from being lonely, • I can think of ways to solve problems and stay friends. • I am starting to understand the impact of unkind words.	• I can start to recognise and manage my feelings. • I am starting to understand children's' rights and this means we should be allowed to learn and play. • I am learning what being responsible means. • I understand that if I persevere, I can tackle challenges. • I can tell you about a time I didn't give up until I achieved my goal. • I can set a goal and work towards it. • I understand the link between what I learn now and the jobs I might like to do when I am older. • I can say how I feel when I achieve a goal and know what it means to feel proud. • I understand that I need to exercise to keep my body healthy. • I understand how moving and resting are good for my body. • I know which foods are healthy and not so healthy and can make healthy eating choices. • I know how to help myself go to sleep and understand why sleep is good for me. • I can wash my hands thoroughly and understand why this is important. • I know who my safe adults are and how to stay safe if they are not close by. • I can tell you some of the things I can do and foods I can eat to be healthy. • I can talk about how I feel about my worries.
Science	Internet Safety
• I can name parts of the body. • I understand that we all grow from babies to adults.	• I can identify different types of technology that we use. • I understand that I need to use my own private username and password when I go online.
Sex Education - No sex education taught in this year group.	

Appendix 2: Year 1

Relationships	Health Education and Mental Well-being
• I understand my rights and responsibilities as a member of my class. • I can identify similarities between people in my class. • I can identify differences between people in my class. • I know how to make new friends. • I can tell you some ways I am different from my friends. • I understand how to work well with a partner. • I can identify the members of my family and understand that there are lots of different types of families. • I can identify what being a good friend means to me. • I know appropriate ways of physical contact to greet my friends and know which ways I prefer. • I can tell you why I appreciate someone who is special to me. • I am starting to understand the life cycles of animals and humans.	• I can recognize the choices I make and understand the consequences. • I know what bullying is and some people I could talk to if I was feeling unhappy or being bullied. • I can set simple goals. • I can set a goal and work out how to achieve it. • I can tackle a new challenge and understand this might stretch my learning. • I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them. • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. • I understand the difference between being healthy and less healthy and know some ways to keep myself healthy. • I know how to make healthy lifestyle choices. • I know how to keep myself clean and healthy and understand how germs cause disease and illness. • I know that all household products including medicines can be harmful if not used properly. • I understand that medicines can help me if I feel poorly and I know how to use them safely. • I know how to keep safe when crossing the road, and about people who can help me to stay safe. • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. • I know who can help me in my school community. • I can recognize my qualities as a person and a friend.
Science	Internet Safety
• I can identify, name, draw and label the basic parts of the human body, not including reproductive body parts.	• I understand the importance of online safety and why I need to use my own private username and password. • I know that some information should be kept private, including my password.
Sex Education - No sex education taught in this year group.	

Appendix 3: Year 2

Relationships	Health Education and Mental Well-being
• I can listen to other people and contribute my own ideas about rewards and consequences. • I recognise the choices I make and understand the consequences. • I recognise that bullying is sometimes about difference. • I can recognise what is right and wrong and know how to look after myself. • I understand that it is ok to be different from other people and to be friends with them. • I can recognise who I work well with and who it is more difficult for me to work with. • I know how to share success with other people. • I can identify the different members of my family, understand my relationship with them and know why it is important to share and cooperate. • I understand there are lots of forms of physical contact within a family and some of this is acceptable and some is not. I can identify some of the things that cause conflict with friends. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.	• I understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions. • I can identify some of my hopes and fears for this year. • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I can choose a realistic goal and think about how to achieve it. • I know what I need to keep my body healthy. • I can show or tell you what relaxed means and know some things that make me feel relaxed and some that make me stressed. • I can sort foods into the correct food groups and know which foods my body needs to keep me healthy. • I can make some healthy snacks and explain why they are good for my body and give me energy. • I can recognise hazards in my home, including fire risks and keep myself safe. • I can recognise risks and how to keep safe around roads, railways and water. • I understand how medicines work in my body and how important it is to use them safely. • I can tell you about the natural process of growing from young to old and understand this is not in my control.
Science	Internet Safety
• I can recognize cycles of life in nature. • I recognise how my body has changed since I was a baby and where I am on the continuum from young to old. • I can identify the parts of the body that make boys different to girls and use the correct name for these. (Penis, testicles, vulva, anus)	• I can explain what a digital footprint is and know that it is permanent. • I know that Email is a form of digital communication. • I know that I can make someone happy or sad by sending an online message and understand that I shouldn't behave any differently from speaking to the person face to face. • I know who to tell if I find something online that I don't like. • I know why I need to keep my password safe. • I can explain the good and bad sides of digital technology.
Sex Education - No sex education taught in this year group.	

Appendix 4: Year 3

Relationships	Health Education and Mental Well-being
• I understand why rules are needed and how they relate to rights and responsibilities. • I understand that my actions affect myself and others and I care about other people's feelings. • I can make responsible choices and take action • I can try to see things from other people's points of view. • I understand that everyone's family is different and important to them. • I understand that differences and conflicts sometimes happen among family members. • I know what it means to be a witness to bullying. • I know that witnesses can make the situation better or worse by what they do. • I recognise that some words are used in hurtful ways. • I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. • <i>I can identify and put into practice some of the skills of friendship.</i>	• I can recognise my worth and identify positive things about myself and my achievements. • I can set personal goals. • I face new challenges positively, make responsible choices and ask for help when I need it. • I can tell you about a person who has faced difficult challenges and achieved success. • I can identify a dream/ambition that is important to me. • I enjoy facing new learning challenges and working out the best ways for me to achieve them. • I recognise obstacles which might hinder my achievement and take steps to overcome them. • I can evaluate my own learning process and identify how it could be better next time. • I understand how exercise affects my body and know why my heart and lungs are such important organs. • I know that the number of calories, fat and sugar I put into my body will affect my health. • I can tell you my knowledge and attitude towards drugs. • I can identify things, people and places that I need to keep safe from. I know some strategies for keeping myself safe, who to go to for help and how to call the emergency services. • I understand how complex my body is and how important it is to take care of it. • I understand how people around the world help and influence my life and that the media doesn't always show complete information. • I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes.

	I recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. (Penis, anus, testicles, vagina, vulva)
Science	Internet Safety
- I know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. - I understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby.	- I know and use some strategies for keeping myself safe online. - I understand that some information held on websites may not be accurate or true. - I know the meaning of age restrictions symbols on digital media. - I can identify some physical and emotional effects of playing/watching inappropriate content/games. - I have strategies for dealing with online bullying. - I understand what makes a good password for Internet use.
Sex Education - No sex education taught in this year group.	

Appendix 5: Year 4

Relationships	Health Education and Mental Well-being
• I know my attitudes and actions make a difference to the class team. • I understand who is in my school community, the roles they play, how I fit in and how I can contribute. • I understand how democracy works and how having a voice benefits the school community. • I understand that my actions affect myself and others. • I care about other peoples' feelings and try and empathize with them. • I understand how groups come together to make decisions. • I understand that sometimes we make assumptions based on what people look like and what influences me to make these assumptions. • I know that sometimes bullying is hard to spot and know what to do if I think bullying is going on but I am not sure. • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. • I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. • I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help. • I can recognise situations which can cause jealousy in relationships. • I can recognise how friendships change, know how to make new friends and how to manage when I fall out with friends. • I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older. • I understand that lots of things make up a persons' identity and this makes them unique. • I know there are many types of family and that often our family form part of our inner circle.	• I can identify what is special about me and value the ways I am unique. • I understand that sometimes hopes and dreams do not come true and this can hurt and I recognize how resilience and support from others can help. • I know how to cope with disappointment and find ways to move forward. • I know how to make a plan and set new goals even if I have been disappointed. • I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group. • I know some of the facts about the effects of smoking and vaping on health and why some people start to smoke or vape. • I understand the facts about alcohol and its effects on health, particularly the liver. • I can recognise when people are putting me under pressure and can explain ways to resist this when I want. • I know myself well enough to have a clear picture of what is right and wrong. • I can tell you about someone I know that I no longer see. • I know how the cycle of change works and can apply it to changes I want to make in my life. • I understand that boys' and girls' bodies need to change so that, when they grow up, their bodies can make babies. • I can identify how boys' and girls' bodies change on the outside and inside during this growing up phase • I can describe how a girls' body changes for her to be able to have babies when she is an adult and that menstruation is a natural part of this.

I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty.	
Science	Internet Safety
- I understand that boys' and girls' bodies need to change so that, when they grow up, their bodies can make babies. - I can identify how boys' and girls' bodies change on the outside and inside during this growing up phase	- I understand the importance of balancing screen time with other parts of my life, including the effect on physical and mental health. - I know that security symbols protect my identity online. - I know the meaning of the term 'phishing' and am aware of the existence of scam websites. - I can explain what a digital footprint is and can give examples of things that I would not want to be in my digital footprint.
Sex Education - No sex education taught in this year group.	

Appendix 6: Year 5

Relationships	Health Education and Mental Well-being
• I understand my rights and responsibilities as a citizen of my country and a member of my school. • I can make choices about my own behaviour because I understand how rewards and consequences feel. • I understand how an individuals' behaviour can impact on a group. • I understand how democracy and having a voice benefits the school community and how to participate in this. • I understand that cultural differences can sometimes cause conflict and can understand a different culture from my own. • I understand what racism is. • I understand how rumour spreading and name calling can be bullying behaviours. • I can explain the difference between direct and indirect types of bullying. • I can compare my life with people in the developing world. • I can describe the dreams and goals of young people in a culture different to mine. • I understand that communicating with someone in a different culture means we can learn from each other. • I can encourage my peers to support young people here and abroad to meet their aspirations and suggest ways we could do this.	• I can face new challenges positively and how to set personal goals. • I understand that I will need money to achieve some of my dreams. • I recognize that there are different ways that peoples' spending decisions can affect others and the environment and that things have different values. • I can explore a range of different jobs and think critically about the information I see about them online. • I know that there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body. • I know some of the risks with misusing alcohol, including antisocial behaviour and how it affects the liver and heart. • I know and can put into practice basic emergency aid procedures and know how to get help in emergency situations. • I understand how the media, social media and celebrity culture promotes certain body types. • I can describe the different attitudes people have to food and how these can be affected by external influences. • I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. • I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. • I am aware of my own self-image and how my body image fits into that. • I can explain how a girls' body changes during puberty and understand the importance of looking after ourselves physically and mentally. • I can describe how boys' and girls' bodies change during puberty. • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.

Science	Internet Safety
I can describe how boys' and girls' bodies change during puberty.	- I understand that belonging to an online community can have positive and negative consequences. - I understand there are rights and responsibilities in an online community or social network and when playing a game online. - I can recognise when I am spending too much time using devices (screen time). - I can explain how to stay safe when using technology to communicate with my friends. - I think critically about the information that I share online both about myself and others. - I am aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. I know what to do to report on distressing or inappropriate things that I come across online.
Sex Education - No sex education taught in this year group.	

Appendix 7: Year 6

Relationships	Health Education and Mental Well-being
• I know that there are universal rights for all children but for many children, these rights are not met. • I understand that my actions affect other people locally and globally. • I understand how an individuals' behaviour can impact on a group. • I understand how democracy and having a voice benefits the school community. • I understand there are different perceptions about what normal means. • I understand how being different could affect someone's' life. • I can explain ways in which a person or group can have power over another. • I know some of the reasons why people use bullying behaviours. • I can give examples of people with disabilities who lead amazing lives. • I can explain ways in which difference can be a source of conflict and a cause for celebration. • I understand that some people can be exploited and made to do things against the law. • I know why some people join gangs and the risks this involves. • I can recognise when people are trying to gain power or control.	• I can identify my goals, fears and worries about the future and know how to express them. • I can make choices about my own behaviour because I understand how rewards and consequences feel and understand how these relate to my rights and responsibilities. • I know my learning strengths and can set challenging but realistic goals for myself. • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. • I can identify problems in the world that concern me and talk to other people about them. • I know what some people in my class like or admire about me and can learn to accept their praise. • I can take responsibility for my health and make choices that benefit my health and wellbeing. • I know about different types of drugs and their uses and their effects on the body. • I understand what it means to be emotionally well and can explore peoples' attitudes towards mental health/illness. • I can recognize stress and the triggers that cause this. I understand how stress can cause drug and alcohol misuse. • I know that it is important to take care of my mental health. • I understand there are different stages of grief and different types of loss. • I am aware of my self-image and how my body image fits into that. • I can explain how boys' and girls' bodies change during puberty and understand the importance of looking after myself physically and emotionally. • I understand how being physically attracted to someone changes the nature of a relationship and what that might mean about having a boyfriend or girlfriend. • I am aware of the importance of positive self-esteem and what I can do to develop it.

Science	Internet Safety
• I know how to keep my body healthy and how my body might be damaged - including how some drugs and other substances can be harmful to the human body. • I can explain the relationship between diet, exercise, drugs, lifestyle and health.	• I can use technology positively and safely to communicate with my friends and family. • I can judge whether something online is safe and helpful for me. • I can resist pressure to do something online that might hurt myself or others. • I know about the consequences of promoting inappropriate content online and what to do if I witness or experience this. • I understand the need to find a balance between being active and digital activities. • I can identify benefits and risks of mobile devices broadcasting the location of the user/device. • I can identify secure sites by looking for privacy seals of approval. • I understand how and why people use their information and online presence to create a virtual image of themselves as a user. I understand how information online can persist and give away details of those who share it.
Sex Education • I can describe how a baby develops through from conception, through the nine months of pregnancy and how it is born. (Non-statutory Sex Education) - Parents have the right to withdraw from this lesson.	

Appendix 8 – Government Guide for Parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf