



Co-op Academy  
Clarice Cliff

# Relationships and Health/Sex Education Policy (RHSE)

(To be read in conjunction with the school policy on PSHE and Child Protection)

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## **Content:**

- 1. Introduction**
  - 2. Aims**
  - 3. Statutory Requirements**
  - 4. Policy Development**
  - 5. Definition**
  - 6. Curriculum**
  - 7. Delivery of RHSE**
  - 8. Roles and responsibilities**
  - 9. Parents' right to withdraw**
  - 10. Training**
  - 11. Safeguarding/Confidentiality and Sensitivity**
  - 11.1. Answering Difficult Questions**
  - 12. Monitoring arrangements**
  - 13. Linked policies A**
  - Appendix 1: Scheme of Work**
  - Appendix 2: Parent form: Withdrawal from Sex Education within RSE**
  - Appendix 3: Science Curriculum Overview**
- 

### **1. Introduction**

In an increasingly complex world, our children will have many positive and exciting opportunities but will be faced with significant challenges and risks. Our task as education professionals is to teach them to be safe and healthy and to manage their academic, personal and social lives in a positive way. Our curriculum supports parents and carers to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

### **2. Aims**

As a school, our first priority is the safety and wellbeing of the children in our care. The teaching of Relationships and Health Education is taught as part of the PSHE (Jigsaw) curriculum. We firmly believe it is in the best interests of the children as it helps ensure the children's physical and emotional health, safety and wellbeing, encourages their personal development and prepares them for life in modern Britain.

At Co-op Academy Clarice Cliff, we endeavour to empower all our pupils with life skills that will enable them to become responsible and inspirational members of the local and world community. We feel it is important that children feel happy and secure so that they can work to the best of their ability and make good progress in all their subjects.

### **3. Statutory Requirements**

Relationships and Health Education are both statutory.

**Although Sex Education in primary schools is NOT statutory**, *“the Department for Education recommends...that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils”* (DfE guidance page 23).

Jigsaw PSHE concludes that Sex Education in primary schools consists of ‘human reproduction’. Teachers will deliver this subject in a stage and age appropriate way taking into consideration the age, maturity and religious beliefs/backgrounds of children. **Parents have the choice to withdraw their children from Sex Education lessons** and alternative work will be given to pupils who are withdrawn from these lessons.

### **4. Policy Development**

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

1. Review – RHSE Lead and Head Teacher pulled together all relevant information including statutory guidance and Jigsaw PSHE scheme of work.
2. Staff consultation- all school staff were consulted about the RHSE Curriculum through a survey. Opportunities were given to make further comments/recommendations.
3. Parent/stakeholder consultation – parents were consulted about the RHSE Curriculum through a survey and were given the opportunity to make further comments.
4. Ratification –the policy was shared with governors and ratified.

### **5. Definition**

Relationship and Health Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values.

Sex Education is about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching - *Sex and Relationship Guidance 2000*.

**Relationships Education will teach:**

Families and people who care for me  
 Caring Friendships  
 Respectful Friendships  
 Online Relationships  
 Being Safe

**Health Education will teach:**

Mental Well-being  
 Internet Safety and Harms  
 Physical Health and Fitness  
 Healthy Eating  
 Drugs, alcohol and tobacco  
 Health and Prevention  
 Basic First Aid  
**Changing Adolescent Body**

**Sex Education-** The Changing Me unit is taught over a period of 6 weeks in the second half of the summer term. Each year group will be taught similar ideas in different ways, appropriate to their age and development stage.

**How RHSE is taught within Jigsaw PSHE**

The lessons in red on the grid below outline what will be taught within Sex Education- This also means that parents have a right to withdraw their children from these lessons. The lessons in green highlight Relationships and blue is Health Education- Parents do not have the right to withdraw their children from Relationships and Health Education under the new statutory guidelines.

Year Group

<b><i>Piece Number and Name</i></b>		<b><i>Learning Intentions 'Pupils will be able to...'</i></b>
FS1/2	Piece 3 Growing Up	<ul style="list-style-type: none"> <li>● D4 - Seek out others to share experiences. Show affection and concern for people who are special to them</li> <li>● D6 - Explain own knowledge and understanding, and ask appropriate questions of others</li> </ul>

			<ul style="list-style-type: none"> <li>● ELG - Show sensitivity to others' needs and feelings</li> </ul>
1	Piece 4 Boys' and Girls' Bodies  R19 R25 R26 R27 R29		<ul style="list-style-type: none"> <li>● identify the parts of the body that make boys different to girls and use the correct names</li> <li>● respect my body and understand which parts are private</li> </ul>
2	Piece 4 Boys' and Girls' Bodies R26 R27 R29 H34		<ul style="list-style-type: none"> <li>● 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</li> <li>● tell you what I like/don't like about being a boy/girl</li> </ul>
3	Piece 1 How Babies Grow H2 H3		<ul style="list-style-type: none"> <li>● understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</li> <li>● express how I feel when I see babies or baby animals</li> </ul>
	Piece 2 Babies H2 H3		<ul style="list-style-type: none"> <li>● understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</li> <li>● express how I might feel if I had a new baby in my family</li> </ul>
	Piece 3 Outside Body Changes H2 H3 H34 H35		<ul style="list-style-type: none"> <li>● understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>● identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>● recognise how I feel about these changes happening to me and know how to cope with those feelings</li> </ul>

	<p>Piece 4          Inside Body Changes          R27          H2          H3          H34          H35</p>	<ul style="list-style-type: none"> <li>● identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</li> </ul> <p>(Parents have the right to withdraw)</p> <ul style="list-style-type: none"> <li>● recognise how I feel about these changes happening to me and how to cope with these feelings</li> </ul>
4	<p>Piece 2          Having A Baby</p>	<ul style="list-style-type: none"> <li>● correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>● understand that having a baby is a personal choice and express how I feel about having children when I am an adult</li> </ul> <p>(Parents have right to withdraw)</p>
	<p>Piece 3          Girls and Puberty          R26          H34          H35</p>	<ul style="list-style-type: none"> <li>● describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>● know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul>
5	<p>Piece 2          Puberty for Girls          H34          H35</p>	<ul style="list-style-type: none"> <li>● explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</li> <li>● understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> </ul>
	<p>Piece 3          Puberty for Boys and Girls          H2</p>	<ul style="list-style-type: none"> <li>● describe how boys' and girls' bodies change during puberty</li> </ul>

	H3		<ul style="list-style-type: none"> <li>• express how I feel about the changes that will happen to me during puberty</li> </ul>
	Piece 4 Conception		<ul style="list-style-type: none"> <li>• understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>• understand that sometimes people need IVF to help them to have a baby</li> <li>• appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul> <p>(Parents have right to withdraw)</p>
6	Piece 2 Puberty R30 R32 H2 H3 H4 H6 H9 H10 H34 H35		<ul style="list-style-type: none"> <li>• explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</li> <li>• express how I feel about the changes that will happen to me during puberty</li> </ul>
	Piece 2 Girl Talk/Boy Talk R1 R4 R32 H34 H35		<ul style="list-style-type: none"> <li>• ask the questions I need answered about changes during puberty</li> <li>• reflect on how I feel about asking the questions and about the answers I receive</li> </ul>
	Piece 3 Babies – Conception to Birth		<ul style="list-style-type: none"> <li>• describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>• recognise how I feel when I reflect on the development and birth of a baby</li> </ul> <p>(Parents have right to withdraw)</p>
	Piece 4 Attraction R13 R15		<ul style="list-style-type: none"> <li>• understand how being physically attracted to someone changes the nature of the relationship</li> </ul>

R16 R19 H1 H4 H6 H10			<ul style="list-style-type: none"> <li>express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</li> </ul>
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### **Jigsaw Drug and Alcohol Education Content**

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being. The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle. **Parents do not have the right to withdraw their children from the below lessons as these are taught as part of Health Education under the new statutory guidelines.**

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
2	Piece 3 Medicine Safety	<ul style="list-style-type: none"> <li>understand how medicines work in my body and how important it is to use them safely</li> <li>feel positive about caring for my body and keeping it healthy</li> </ul>
3	Piece 3 What Do I Know About Drugs?	<ul style="list-style-type: none"> <li>tell you my knowledge and attitude towards drugs</li> <li>identify how I feel towards drugs</li> </ul>
4	Piece 3 Smoking	<ul style="list-style-type: none"> <li>understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</li> <li>relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</li> </ul>
	Piece 4 Alcohol	<ul style="list-style-type: none"> <li>understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</li> <li>relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</li> </ul>
5	Piece 1 Smoking	<ul style="list-style-type: none"> <li>know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</li> </ul>



		<ul style="list-style-type: none"> <li>• make an informed decision about whether or not I choose to smoke and know how to resist pressure</li> </ul>
	Piece 2 Alcohol	<ul style="list-style-type: none"> <li>• know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</li> <li>• make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</li> </ul>
6	Piece 2 Drugs	<ul style="list-style-type: none"> <li>• know about different types of drugs and their uses and their effects on the body particularly the liver and heart</li> <li>• be motivated to find ways to be happy and cope with life's situations without using drugs</li> </ul>
	Piece 3 Alcohol	<ul style="list-style-type: none"> <li>• evaluate when alcohol is being used responsibly, anti-socially or being misused</li> <li>• tell you how I feel about using alcohol when I am older and my reasons for this</li> </ul>

## **6. Curriculum**

Our curriculum is set out as above and has been cross referenced using the statutory guidance and the Jigsaw curriculum per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and religious backgrounds of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

We teach Relationships and Health/Sex Education through our Jigsaw PSHE curriculum. We also teach this through other subject areas (e.g. Science, P.E. and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E., children reflect on family relationships, different family groups and friendship.

### **Links to LGBT**

A very small number of our PSHE Jigsaw lessons have some focus upon Gay, Lesbian, Bisexual, Transgender issues. LGBT is not mentioned specifically in lessons for children aged 4-7. However, in lessons that explore differences in families, pictorial family images are used as a discussion focus. Questions such as, 'Which photos show a family?' 'What is important about a family?' and 'What does

family mean to you?’ help children to understand about their own and other’s families and how a family is founded in love and respect.

In materials for 7-11-year-old, 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 LGBT- phobic. In the same lessons they will 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. **LGBT is statutory and taught under Relationships Education.**

**Links to the Science curriculum:**

**Parents do not have the right to withdraw from the biological aspects of human growth and reproduction necessary under the National Curriculum for Science.**

**Please see our Science curriculum in Appendix 3.**

**Special Educational Needs.**

Children with special educational needs will be given the opportunity to fully participate in RHSE lessons, and differentiated opportunities are provided on the Jigsaw lesson plans. For more information about our curriculum, see our curriculum map in Appendix 1.

## **7. Delivery of RHSE**

Relationship and Health/Sex Education topics are taught in the Summer term for 2023. All lessons are taught weekly (Friday afternoon) by all year groups- Nursery- Year 6 and usually last for 45 minutes. Lessons consist of a range of active learning approaches, with a wide range of depersonalized resources such as use of a class jigsaw character or use of video and drama, as well as written tasks. Some lessons will consist of circle time and discussions. Specialist teaching is also brought in from GLOW who teach ‘Relationships Without Fear’ across Years 4, 5, and 6 for six weeks each year.

There are 6 puzzles (topics) throughout the year and each puzzle has 6 pieces:

- Autumn 1: Being me in my world
- Autumn 2: Celebrating difference (including anti bullying)
- Spring 1: Dreams and goals
- **Spring 2: Healthy me**
- **Summer 1: Relationships**

## • Summer 2: Changing me

### **8. Roles and responsibilities**

The PSHE/RHSE leader will ensure that the curriculum is taught consistently across the school and the head teacher will manage requests to withdraw pupils from [non-statutory] components of Sex Education (see Appendix 2). The lead will also be responsible to ensure that members of staff are given sufficient training so that they can teach the curriculum effectively and handle any difficult issues sensitively. The quality of provision will be monitored and overseen by the SLT.

The delivery of RHSE is monitored by the lead through:

- Learning walks
- Pupil voice surveys;
- Teacher Surveys
- Lesson plans
- Floor book Scrutiny

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

### **9. Parents' right to withdraw**

**Relationships and Health Education is a statutory part of the curriculum from September 2020. This means there is no right to withdraw children from these lessons.** Sex Education is not compulsory in primary schools and therefore parents have the option to withdraw their children from these lessons. They should discuss this with the head teacher and make it clear which lessons the parent wishes their child not to participate in. (This discussion must be evidenced using the withdrawal form (**Appendix 2**)). The school always complies with the wishes of parents and carers in this regard. Alternative work will be given to pupils who are withdrawn from sex education. A register of any such pupils will be kept and distributed to all teachers involved and the RHSE lead will have a copy of this.

### **10. Training**

The RHSE lead has completed CPD training on RHSE Primary Curriculum and has completed modules. All Staff are trained on the delivery of Relationships and Health/Sex Education as part of their professional development and there will be ongoing training throughout the year. The school may access external services, such as Public Health Advisor to support in delivering Puberty lessons to Y5/Y6. All staff will complete training on how to deal with sensitive information and further support/training will be identified through staff surveys/learning walks/monitoring.

## **11. Safeguarding/Confidentiality and Sensitivity**

We understand that children will sometimes ask their teachers or other members of staff questions that go beyond our programme of study. We will answer such questions honestly and sensitively and if necessary, at a time outside of the planned lesson. A useful strategy is to encourage the child to write their question and post it in the question box. This gives teachers the opportunity to prepare their answer. Teachers will not be drawn into providing more information than is appropriate to the age of the child. We will inform parents of such questions and of our response. There may be occasions when RHSE triggers a response in a child that a member of staff feels may be a safeguarding issue. Staff will follow the child protection policy and refer to the designated teacher, Mrs Day or in her absence another member of the SLT Safeguarding Team.

Teachers conduct RHSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or seems likely to be involved) in sexual activity, then the teacher will deal with it as a matter of child protection. Teachers would respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the safeguarding officer about their concerns. (See policy on Child Protection).

### **11.1 Answering difficult questions**

If a pupil asks a particularly 'difficult' or inappropriate question in a lesson, a teacher should take care about how they answer it. It may be best to answer in simple, general terms rather than going into great detail. All questions will be answered; however, questions do not have to be answered directly and can be addressed later. Teachers must use their knowledge from training, skill and discretion in these situations. If pupils ask a question about a teacher's personal life and their experiences, teachers should explain to pupils that this is not the place to talk about specific personal experiences. All staff will have completed training on how to deal with sensitive information via the National Online Safety Website.

## **12. Monitoring arrangements**

The governing body reviews this policy every three years, or sooner if necessary. This committee reports its findings and recommendations to the governing body, as necessary, if the policy needs modification. The curriculum committee takes serious consideration to any comments from parents and carers about the Relationships and Health/Sex education programme and makes a record of all such comments. This policy will be reviewed every three years if necessary.

## **13. Linked policies**

In conjunction with this policy, please also see:

- Behaviour policy;
- Safeguarding policy;

- Anti-bullying policy and procedures;
- Science policy;
- P.S.H.E policy;
- P.E. policy;
- R.E. policy

## Appendix 1

### Jigsaw 3-11 and Statutory Relationships and Health Education

Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. This document 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.**

Relationships Education 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
(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

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Relationships Education 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
(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 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
(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 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
(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 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
(H11) that for most people the internet is an integral part of life and has many benefits												
(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			
(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							3					
(H14) why social media, some computer games and online gaming, for example, are age restricted												
(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							3			3		
(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted												
(H17) where and how to report concerns and get support with issues online							4					

Physical Health and Mental Wellbeing 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
(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 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
(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		







Relationships Education 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
(R1) that families are important for children growing up because they can give love, security and stability		1			1	5						1,2
(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	5				6		1,2
(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	5						1,2
(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		1			1	5				6		1,2
(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		2								1,2		

Relationships Education 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
(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 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
(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 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
(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							

Relationships Education 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
(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	6	5		4,5	3		5	2		2,5,6	4,5	
(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				4,5	3							2,3
(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact						4						1
(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know				4,5								
(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult				4,5					5			
(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		4		4,5				4		3,4		
(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		3,4		4,5				3		3,4		
(R32) where to get advice e.g. family, school and/or other sources	2	4		4,5	3			3		3-5	4	

Physical Health and Mental Wellbeing 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
	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				6						6		
	(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	6	5,6	4	2	1-6	1	6	6	1	2	5
	(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	6	5,6	4	2	1-6	1	6	6	1	2	5
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		2	2					5		5	3	4
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				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				1,2,6								
	(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						2,3			2,4	
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3-5						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)		2-4		4,5	3			4			2	





Physical Health and Mental Wellbeing 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
	(H11) that for most people the internet is an integral part of life and has many benefits				4,5	3							
	(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					3							
	(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		5			3		3					
	(H14) why social media, some computer games and online gaming, for example, are age restricted					3							
	(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		5			3							
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					3							
	(H17) where and how to report concerns and get support with issues online				3,4	3							

Physical Health and Mental Wellbeing 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
	(H18) the characteristics and mental and physical benefits of an active lifestyle				1,2,6								
	(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				1,2,6								
	(H20) the risks associated with an inactive lifestyle (including obesity)				1,2								
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				3-5					3,4			

Physical Health and Mental Wellbeing 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
	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				1,2								
	(H23) the principles of planning and preparing a range of healthy meals				1,2								
	(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					4			



Physical Health and Mental Wellbeing 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
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 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
Chan	(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

Relationships Education 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
(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 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
(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 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
(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 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
(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 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
(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 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
(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 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
(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 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
(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 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 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
	(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 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
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 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
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 2  
Withdrawal Form**

(Sex Education is a non-statutory part of the curriculum and specifically refers to curriculum content about human reproduction not covered in the Primary Science Curriculum)

**Record of discussion with parents/carers**

Name of child..... Class.....

Date of meeting..... Name of parent..... Relationship to the child.....

SLT member.....

Description of concern

.....  
.....  
.....

Decision

.....  
.....  
.....

Signed.....(Parent)

Signed.....(Headteacher)



<p>Year 3</p>	<ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</li> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints</p>	<p>Marie Curie Wilhelm Rontgen Adelle Davis</p> <p>Vet Animal Behaviourist Personal Trainer Dietitian Nutritionist</p>
<p>Year 4</p>	<ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>Identify the different types of teeth in humans and their simple functions.</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<p>Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain</p>	<p>Joseph Lister Ivan Pavlov Washington &amp; Lucius Sheffield</p> <p>Dentist Nutritional Scientist Herpetology veterinarian</p>
<p>Year 5</p>	<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul>	<p>Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty</p>	<p>Geneticist Evolutionary Biologist Midwife Carer</p>
<p>Year 6</p>	<p>Describe the ways in which nutrients and water are transported within animals, including humans. Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function.</p>	<p>Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle</p>	<p>Leonardo Da Vinci Santorio Santori Dr. Katherine Dibb Justus von Liebig Sir Richard Doll</p> <p>Nurse Sports Scientist Surgeon Sports coach Athlete</p>