

Relationship and sex education policy

Killisick Junior School



**Killisick
Junior School**

Believe • Achieve • Succeed

Approved by:	Board of Governors	Date: September 2025
Last reviewed on:	August 2025	
Next review due by:	September 2026	

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Blue Bell Hill, we teach RSE as set out in this policy.

3. Introduction

Relationships Education is compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) is compulsory for **all** pupils receiving secondary education. Health Education is also compulsory in all schools except independent schools. PSHE continues to be compulsory in independent settings.

At Blue Bell Hill we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE and citizenship education. Our programme seeks to promote the spiritual, moral, cultural, mental, and physical development of our pupils as well as preparing them for the opportunities, responsibilities, and experiences of adult life in a digital age.

We aim to help all our children build healthy friendships and positive relationships in an age-appropriate way, raising awareness of attitudes and values, developing personal and social skills, and promoting knowledge and understanding. Our RSHE curriculum covers more than the biological facts and information – it endeavours to help children develop self-esteem, self-responsibility as well as acquiring the understanding and attitudes which prepare children to develop caring, stable, healthy relationships. To develop an appreciation of the value of self-respect, dignity, marriage, civil partnerships, and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty, and acceptance of responsibility. We will look at all aspects of diversity in an inclusive and non-judgemental way.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive, equally it is essential that our children still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open, and factually correct information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.

4. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families,

LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE coordinator through planning scrutinies, learning walks, etc.

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

This policy will be reviewed by the headteacher and reviewed every two years. At every review, the policy will be approved by the governing board.

Features				
At Early Years, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters				
- At Key Stage 1 and 2, the key knowledge progression document takes account of the programme of study for PSHE education and uses the following strands: - Health and Wellbeing - Relationships - Living in the Wider World - The above strands have been chosen as they replicate the PSHE Association programme of study. - The statements in green reflect where protected characteristics are taught. - The statements in bold are from the RSE and Health Education statutory guidance. - The statements in bold green show where protected characteristics and RSE and Health Education are taught. - The statements in red reflect when parents and carers have the option to remove their child from this teaching. - The statement about FGM has been moved from Keeping Safe to Safe Relationships as we feel it sits within this strand where private body parts and permission are discussed. This KKPD is optional as it requires knowledge of what FGM is. If schools choose to teach this KKPD they must make this explicit to parents and carers and offer the opportunity for children to be removed from this aspect of teaching.				
Skills are dependent on specific knowledge. A skill is the capacity to perform or discuss and in order to do this a deep body of knowledge needs to be acquired and retained.				
These knowledge statements should be what pupils retain forever. In other words, this knowledge is within their long-term memory and will be retained.				
When considering pupils' improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains the relevant words used for PSHE for their age group.				
Early Years Framework				
Early Years	Educational Programme	Early Learning Goal	Early Learning Goal	Early Learning Goal
	Personal, Social and Emotional Development	Self-Regulation	Managing Self	Building Relationships
	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as EYFS reforms early adopter framework 9 necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage	- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate - Give focused attention to what the	- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly - Manage their own basic hygiene and	- Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and to others' needs.

	personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life	teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices		
Subject Content					
Strand	Healthy Lifestyles	Mental Health	Ourselves, Growing and Changing	Keeping Safe	Drugs, Alcohol and Tobacco
Key Stage 1	Pupils should be taught about what keeping healthy means and different ways to keep healthy.	Pupils should be taught about different feelings and how to recognise them within themselves and others.	Pupils should be taught to recognise individuality, naming body parts and how we change from young to old.	Pupils should be taught about rules, restrictions and people that keep us safe.	Pupils should be taught the impact of putting things in their body or skin and how these can make you feel.
Key Stage 2	Pupils should be taught how to make informed decisions about health and the elements of a balanced, healthy lifestyle.	Pupils should be taught that mental health is part of daily life and the importance of taking care of mental health.	Pupils should be taught to recognise their personal individuality and identity, identify reproductive organs and puberty.	Pupils should be taught how to promote their personal safety and wellbeing through assessing and managing risks in different situations and including basic first aid.	Pupils should be taught about the risks and effects of legal drugs common to everyday life and their impact on health, as well as recognise that some drugs are illegal to own, use and give to others.
Strand	Families and Close Positive Relationships	Friendships	Managing Hurtful Behaviour and Bullying	Safe Relationships	Respecting Self and Others
Key Stage 1	Pupils should be taught about the roles that different people play in our lives, as well as the importance of sharing worries with a trusted adult.	Pupils should be taught to understand how people make friends and what makes a good friendship.	Pupils should be taught that bodies and feelings can be hurt by words and actions, including in person and online and what to do if they feel worried about themselves or others.	Pupils should be taught to recognise the importance of respecting privacy and the need to speak to a safe adult if they feel worried.	Pupils should be taught about what is kind and respectful behaviour and how our behaviour can affect others.
Key Stage 2	Pupils should be taught to recognise that there are different types of relationships, as well as being able to seek help or advice from a trusted adult.	Pupils should be taught about the importance of friendships, strategies for building positive relationships and resolving disputes.	Pupils should be taught about the impact of bullying offline and online, how to recognise hurtful behaviours including discrimination and how to challenge it.	Pupils should be taught about privacy and personal boundaries, how to recognise peer pressure and where to seek advice.	Pupils should be taught that personal behaviour can affect others and the importance of responding respectfully to a diverse range of people.
Strand	Shared Responsibilities	Communities	Media Literacy and Digital Resilience	Economic Wellbeing: Money	Economic Wellbeing: Aspirations, Work and Career

Key Stage 1	Pupils should be taught about how people, other living things and the environment have different needs and about the responsibilities for caring for them.	Pupils should be taught that it is ok to be different and the roles and responsibilities they have within their diverse community.	Pupils should be taught about using the internet safely, different digital devices and communicating online.	Pupils should know about money; its uses and the choices people make with regards to money.	Pupils should know about different strengths/jobs that people they know or people who work in the community.
Key Stage 2	Pupils should be taught to recognise that there are human rights that protect everyone, and the importance of carrying out shared responsibilities for protecting the environment.	Pupils should be taught to understand diversity and the benefits of living in a diverse community, and how prejudice and stereotypes can negatively influence behaviours and attitudes.	Pupils should be taught to recognise positive and negative ways in which the internet and social media can be used and to be aware of the reliability of online information.	Pupils should know about money; its uses and the choices people make with regards to money, including the issues around gambling-related activities and their impact on themselves and others.	Pupils should be taught to identify positive attributes about themselves and to set identifies goals. To learn about the job market and the options available to them in the future.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Healthy Lifestyles	• PSHE.N.1 know how to make healthy food choices during snack time • PSHE.N.2 know there are healthy and unhealthy foods	• PSHE.R.1 know the importance of healthy food choices • PSHE.R.2 know how to make some simple healthy food choices	• PSHE.1.1 know what keeping healthy means and different ways to keep healthy	• PSHE.2.1 know about foods that support good health and the risks of eating too much sugar	• PSHE.3.1 know how to make informed decisions about health • PSHE.3.2 know the elements of a balanced, healthy lifestyle	• PSHE.4.1 know about choices that support a healthy lifestyle, and recognise what might influence these • PSHE.4.2 know how to recognise that habits can have both positive and negative effects on a healthy lifestyle	• PSHE.5.1 know about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay	• PSHE.6.1 to know how and when to seek support, including which safe adults to speak to in and outside school if they are worried about their health	• PSHE.7.1 know the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	PSHEN.3 know how to join in with whole group physical activities	PSHER.3 know that moving our bodies can keep us healthy	PSHE1.2 know how physical activity helps us stay healthy and ways to be physically active everyday	PSHE2.2 know about the people who help us to stay physically healthy		PSHE4.3 know about what good physical health means; how to recognise early signs of physical illness	PSHE5.2 know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle		- PSHE7.2 know the benefits of physical activity and exercise for physical and mental health and wellbeing - PSHE7.3 know the importance of taking increased responsibility for their own physical health
	PSHEN.4 know when we may sleep, e.g. nap time, bedtime	PSHER.4 know when and why we have bedtime		PSHE2.3 know why sleep is important and different ways to rest and relax			PSHE5.3 know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn		PSHE7.4 know the importance of sleep and strategies to maintain good quality sleep

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	PSHEN.5 know how to look after our teeth	PSHER.5 know the importance of brushing our teeth	PSHE1.3 know about dental care and visiting the dentist, how to brush teeth correctly and food and drink that support dental health					PSHE6.2 know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	PSHE7.5 know strategies for maintaining personal hygiene, including oral health
	- PSHEN.6 know when they need to go to the toilet - PSHEN.7 Know how to hand wash	- PSHER.6 know how to manage their own needs, e.g. toileting - PSHER.7 know how to hand wash and explain the importance of this	PSHE1.4 know simple hygiene routines that can stop germs from spreading	PSHE2.4 know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	PSHE3.3 know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it		PSHE5.4 know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed		PSHE7.6 know the importance of taking increased responsibility for their own physical health; the purpose of vaccinations offered during adolescence for individuals and society

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	PSHEN.8 know to wear a hat when it is sunny	PSHER.8 know that different clothes protect us from the weather	PSHE1.5 know how to keep safe in the sun and protect skin from sun damage					PSHE6.3 know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	PSHE7.7 know the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination
				PSHE2.5 know different ways to learn and play, recognising the importance of knowing when to take a break from time online or TV				PSHE6.4 know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	PSHE7.8 know the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities
Mental Health	PSHEN.9 know how to recognise their feelings using gestures and simple words, like "happy", "sad", "angry" or "worried"	- PSHER.9 know and see themselves as a valuable individual - PSHER.10 know the name of a range of feelings	- PSHE1.6 know about different feelings that humans can experience - PSHE1.7 know how to recognise and name these feelings	PSHE2.6 know about ways of sharing feelings and a range of words to describe feelings			PSHE5.5 know a varied vocabulary when talking about feelings and how to express them in different ways		PSHE7.9 know how to identify and articulate a range of emotions

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	- PSHEN.10 know when you may need help - PSHEN.11 know what makes you happy	- PSHER.11 know how to seek adult support and articulate their wants and needs - PSHER.12 know what makes you happy when feeling sad	- PSHE1.8 know how feelings can affect people's bodies and how they behave - PSHE1.9 know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	PSHE2.7 know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good	PSHE3.4 know every day things can effect feelings and the importance of expressing feelings	PSHE4.4 know that feelings can change over time in range and intensity	PSHE5.6 know strategies to respond to feelings, including intense or conflicting feelings and how to manage and respond to feelings appropriately and proportionately in different situations	PSHE6.5 know problem-solving strategies for dealing with emotions, challenges and change, including transition to new school	PSHE7.10 know a range of healthy coping strategies and ways to promote wellbeing and boost mood
	PSHEN.12 know likes and dislikes	- PSHER.13 know how different situations make us feel - PSHER.14 know how my friend is feeling	PSHE1.10 know that not everyone feels the same at the same time, or feels the same about the same things	PSHE2.8 know how to recognise how others may be feeling					PSHE7.11 know the causes and triggers for unhealthy coping strategies, and the need to seek help for themselves or others as soon as possible

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	PSHEN.13 know who can help	PSHER.15 know to return to a familiar adult to gain emotional support and practical help in different situations		PSHE2.9 know when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	PSHE3.5 know that mental health, just like physical health, is part of daily life and the importance of taking care of mental health	PSHE4.5 know strategies and behaviours to support mental health - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	PSHE5.7 know that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult	PSHE6.6 know the warning signs about mental health and wellbeing and how to seek support for themselves and others	- PSHE7.12 know the characteristics of mental and emotional health and strategies for managing these - PSHE7.13 know the link between language and mental health stigma and develop strategies to challenge these
				PSHE2.10 know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better				PSHE6.7 know about change and loss including death and how they can express and manage grief and bereavement	PSHE7.14 know the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Ourselves, Growing & Changing	- PSHEN.14 knows their own name - PSHEN.15 knows how to talk about themselves, sharing feelings and experiences with a familiar adult	PSHER.16 know what they can do well and what they are getting better at	- PSHE1.11 know what makes them special - PSHE1.12 know the ways in which we are all unique	PSHE2.11 know what they are good at, what they like and dislike	PSHE3.6 know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	PSHE4.6 know their personal strengths, skills, achievements and interests and how these contribute to a sense-worth	PSHE5.8 know their individuality and personal qualities		PSHE7.15 know how we are all unique; that recognising and demonstrating personal strengths
	- PSHEN.16 know how to show confidence in new social situations, e.g. coming into Nursery. - PSHEN.17 know and develop appropriate ways of being assertive	PSHER.17 know how to show resilience and perseverance in the face of challenge	PSHE1.13 know how to manage when finding things difficult	PSHE2.12 know how to prepare to move to a new class/year group	PSHE3.7 know how to manage setbacks/ perceived failures and how to re-frame unhelpful thinking			- PSHE6.8 know about strategies to manage transitions between classes and key stages - PSHE6.9 know about the new opportunities and responsibilities that increasing independence may bring	PSHE7.16 know what can affect wellbeing and resilience

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	PSHEN.18 know simple parts of the body, through song and rhyme, e.g. head, shoulders, knees and toes	- PSHER.18 know the names of different body parts we can see, representing these in drawings and painting - PSHER.19 know that people may look similar or different due to their specific features, e.g. hair, size and shape of nose...		PSHE2.13 know the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	PSHE3.8 know that some for people gender identity does not correspond with biological sex	PSHE4.7 know the external genitalia and internal reproductive organs in males and females and how puberty relates to human reproduction			
				PSHE2.14 know about growing and changing from young to old and how people's needs change		PSHE4.8 know about physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)	PSHE5.9 know the importance of personal hygiene during puberty, the importance of keeping clean and how to maintain personal hygiene	PSHE6.10 know about the process of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for - PSHE6.11 know where to get more information, help and advice about growing, changing, especially about puberty	PSHE7.17 know strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Keeping Safe	PSHEN.19 know adults should help to keep us safe	PSHER.20 know and understand why adults should help to keep us safe	PSHE1.14 know about rules and age restrictions that keep us safe	PSHE2.15 know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	PSHE3.9 know reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming		PSHE5.10 know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact		PSHE7.18 know how to identify risk and manage personal safety in increasingly independent situations, including online
	PSHEN.20 know there are somethings we should not touch	PSHER.21 know and can name things we should not touch	PSHE1.15 know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	PSHE2.16 know that household products (including medicines) can be harmful if not used correctly	PSHE3.10 know the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	PSHE4.9 know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe			PSHE7.19 know how to identify risk and manage personal safety in increasingly independent situations, including online

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	• PSHE.N.21 know that we cross the road with a familiar adult • PSHE.N.22 know some strangers are safe and others are not, e.g. policeman, unknown adult	• PSHE.R.22 know why it is important to be safe near the road • PSHE.R.23 know what to do if worried or scared	• PSHE.1.16 know the risk in simple everyday situations and what action to take to minimise harm • PSHE.1.17 know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely • PSHE.1.18 know about people whose job it is to keep us safe	• PSHE.2.17 know what to do if there is an accident and someone is hurt • PSHE.2.18 know how to get help in an emergency (how to dial 999 and what to say)	• PSHE.3.11 know how to predict, assess and manage risk in different situations	• PSHE.4.10 know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about	• PSHE.5.11 know about basic first aid and dealing with common injuries	• PSHE.6.12 know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	• PSHE.7.20 know how to access health services when appropriate

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Drugs, Alcohol & Tobacco	PSHEN.23 know not to put unknown objects in their mouth	- PSHER.24 know not to take any medicines without an adult - PSHER.25 know that smoking is harmful		PSHE2.19 know about things that people can put into their bodies and on their skin and how these can affect people	PSHE3.12 know the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break	PSHE4.11 know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others	- PSHE5.12 know why people choose to use or not use drugs (including nicotine, alcohol and medicines) - PSHE5.13 know about the mixed messages in the media about drugs, including alcohol and smoking/vaping	PSHE6.13 know about the organisations that can support people concerning alcohol, tobacco, nicotine or other drug use; people they can talk to if they have concerns	- PSHE7.21 know the positive and negative uses of drugs in society - PSHE7.23 know how to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use - PSHE7.24 know strategies to manage a range of influences on drug, alcohol and tobacco use, including peers

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Families & Close Positive Relationships	- PSHEN.24 know who is special in their lives - PSHEN.25 know who their close friends are	PSHER.26 know how to recreate what they have learnt about social interactions with close adults, in their play and relationships with others	- PSHE1.19 know about the roles different people play in our lives - PSHE1.20 know the people who love and care for them and what they do to help them feel cared for	PSHE2.20 know that it is important to tell a trusted adult if something about their family makes them worried or unhappy	PSHE3.13 know there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)		PSHE5.14 know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different		- PSHE7.25 know about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them - PSHE7.26 know the importance of trust in relationships and the behaviours that can undermine or build trust

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	PSHEN.26 know the people that make up their family	PSHER.27 know that all families are not the same	PSHE1.21 know about different types of families including those that may be different from their own	PSHE2.21 know common features of family life	- PSHE3.14 know that marriage and civil partnership are a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong - PSHE3.15 know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others	- PSHE4.12 to know people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart - PSHE4.13 know that a feature of positive family life is caring relationships; about the different ways in which people care for one another	PSHE5.15 know that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability	- PSHE6.14 know other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficult - PSHE6.15 know if family relationships make them feel unhappy or unsafe and how to seek advice	PSHE7.27 know about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Friendships	- PSHEN.27 know how to play with one or more other children, extending and elaborating play ideas - PSHEN.28 know how to develop friendships with other children.	- PSHER.28 know how to be a good friend and demonstrate this through play - PSHER.29 know how to build constructive and respectful relationships	PSHE1.22 know how people make friends and what makes a good friendship	PSHE2.22 know simple strategies to resolve arguments between friends positively	PSHE3.16 know the importance of friendships and how to build positive friendships and how positive friendships support wellbeing	PSHE4.14 know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	PSHE5.16 know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships	PSHE6.16 to know how friendships can change over time about making new friends and the benefits of having different types of friends	- PSHE7.28 know how to safely and responsibly form, maintain and manage positive relationships, including online - PSHE7.29 know the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships
	- PSHEN.29 know how to seek out others to share experiences - PSHEN.30 know friends might feel and think different things, and that is ok	- PSHER.30 know how to support their friend if they are feeling unhappy - PSHER.31 know how to show empathy and concerns to people who are special to them, e.g. may offer a child a toy they like	PSHE1.23 know how to recognise when they or someone else feels lonely and what to do	PSHE2.23 know how to ask for help if a friendship makes them feel unhappy	- PSHE3.17 know the importance of seeking support if feeling lonely or excluded - PSHE3.18 know what it means to 'know someone online' and how this differs from face to face and risks of communicating online with others not known face-to-face	PSHE4.15 know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others	PSHE5.17 know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	PSHE6.17 know that if a friendship (online or offline) makes them feel unsafe, how to ask for support if necessary	- PSHE7.30 know how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships - PSHE7.31 know strategies to identify and reduce risk from people online that they do not already know, when and how to access help

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Managing Hurtful Behaviour & Bullying	- PSHEN.31 know to look for a supportive adult for help in resolving conflict with peers - PSHEN.32 know actions have consequences	PSHER.32 know choices may impact on others, e.g. taking a toy from a friend	PSHE1.24 know that bodies and feelings can be hurt by words and actions and that people can say hurtful things online	- PSHE2.24 know how people may feel if they experience hurtful behaviour or bullying - PSHE2.25 know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	PSHE3.19 know about the impact of bullying both online and offline, and the consequences of hurtful behaviour		PSHE5.18 know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	PSHE6.18 know about discrimination, what it means and how to challenge it	- PSHE7.32 know the characteristics of abusive behaviours; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others - PSHE7.33 know about bullying and its impact, and to know strategies to manage being bullied or witnessing others being bullied - PSHE7.34 know the impact of stereotyping, prejudice and discrimination on individuals and relationships

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Safe Relationships	PSHEN.33 know that some things are private, e.g. toileting	PSHER.33 know that some things are private on their own body and are covered by underwear.	PSHE1.25 know that some things are private and the importance of respecting privacy	PSHE2.26 know there are situations when they should ask for permission and also when their permission should be sought	PSHE3.20 know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)	PSHE4.16 know about seeking and giving permission (consent) in different situations		PSHE6.19 know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk (optional)	- PSHE7.35 know about the law relating to sexual consent - PSHE7.36 know how to seek, give, not give and withdraw consent (in all contexts, including online) - PSHE7.37 know the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	PSHEN.34 know that their key worker will listen to worries, and act on them	PSHER.34 know who to speak to if feeling worried or unsafe	- PSHE1.26 know how to respond if physical contact makes them feel uncomfortable or unsafe - PSHE1.27 know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard - PSHE1.28 know who the safeguarding team is	PSHE2.27 know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe		PSHE4.17 know different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact	PSHE5.19 know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	PSHE6.20 know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	PSHE7.38 know that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstance

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
				• PSHE2.28 know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	• PSHE3.21 know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret				• PSHE7.39 know how to safely and responsibly form, maintain and manage positive relationships, including online
			• PSHE1.29 know how to respond safely to adults they don't know			• PSHE4.18 know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know			• PSHE7.40 know how to safely and responsibly form, maintain and manage positive relationships, including online

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
		PSHER.35 know that an adult should be present when on the internet	PSHE1.30 know not to share personal information online	PSHE2.29 know that sometimes people may behave differently online, including by pretending to be someone they are not	PSHE3.22 know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns				PSHE7.41 know how to safely and responsibly form, maintain and manage positive relationships, including online

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Respecting Self & Others	PSHEN.35 know how to cooperate with familiar people, e.g. turn taking	PSHER.36 know what kind and unkind behaviour is and how this can affect others	PSHE1.31 know how to identify and moderate their own feelings, socially and emotionally	PSHE2.30 know how to treat themselves and others with respect and how to be polite and courteous		PSHE4.19 know that personal behaviour can affect other people; to recognise and model respectful behaviour online	PSHE5.20 know the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	PSHE6.21 know about respecting the differences and similarities between people and recognising what they have in common with others (e.g. physically, in personality or background)	PSHE7.42 know the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
	PSHEN.36 know how others might be feeling.	- PSHER.37 know how to express feelings - PSHER.38 know how to respect other people's needs, wants and behaviour	PSHE1.32 know how to listen to others and play and work cooperatively	- PSHE2.31 know how to talk about and share their opinions on things that matter to them - PSHE2.32 know ways in which they are the same and different to others			PSHE5.21 know how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	PSHE6.22 know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	PSHE7.43 know the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Shared Responsibilities	PSHEN.37 know how to follow simple rules, without adult reminders	PSHER.39 know how to follow simple rules and understand why they are important.	PSHE1.33 know what rules are, why they are needed, and why different rules are needed for different situations		PSHE3.23 know reasons for rules and laws; consequences of not adhering to rules and laws	PSHE4.20 know there are human rights which are there to protect everyone	PSHE5.22 know about the relationship between rights and responsibilities		
			PSHE1.34 know how people and other living things have different needs; about the responsibilities of caring for them	PSHE2.33 know about things they can do to look after the environment			PSHE5.23 know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	PSHE6.23 know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Communities	- PSHEN.38 know they have responsibilities in Nursery - PSHEN.39 know that there are differences between people, such as skin colour, types of hair, gender, special needs and disabilities and so on	- PSHER.40 know they are part of a community - PSHER.41 know how to ask questions about differences between people, such as skin colour, types of hair, gender, special needs and disabilities and so on	- PSHE1.35 know the ways they are the same as, and different to, other people - PSHE1.36 know about different groups they belong to	PSHE2.34 know about different roles and responsibilities people have in the community	PSHE3.24 know about the different groups that make up their community; what living in a community means	PSHE4.21 know the different contributions that people and groups make to the community	PSHE5.24 know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	- PSHE6.24 know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes - PSHE6.25 know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	
Media Literacy & Digital Resilience			PSHE1.37 know how the internet and digital devices can be used safely to find things out and to communicate with others	PSHE2.35 know about the role of the internet in everyday life	PSHE3.25 know ways in which the internet and social media can be used both positively and negatively	PSHE4.22 know about some of the different ways information and data is shared and used online, including for commercial purposes	PSHE5.25 know things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	PSHE6.26 know how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
				PSHE2.36 know that not all information seen online is true		PSHE4.23 know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results	PSHE5.26 know how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information		
Economic Wellbeing: Money	PSHEN.40 know how to use money to buy objects, in imaginative play	PSHER.42 know that money is needed to buy items in a shop		- PSHE2.37 know that people make different choices about how to save and spend money - PSHE2.38 know about the difference between needs and wants; that sometimes people may not always be able to have the things they want	- PSHE3.26 know about the different ways to pay for things and the choices people have about this - PSHE3.27 know that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'	- PSHE4.24 know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) - PSHE4.25 know that people make spending decisions based on priorities, needs	- PSHE5.27 know different ways to keep track of money - PSHE5.28 know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe	- PSHE6.27 know about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations - PSHE6.28 know the ways that money can impact on people's feelings and emotions	- PSHE7.44 know how to assess and manage risk in relation to financial decisions that young people might make - PSHE7.45 know about values and attitudes relating to finance, including debt

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Economic Wellbeing: Aspirations, Work and Career			PSHE1.38 know that everyone has different strengths	PSHE2.39 know some of the strengths and interests someone might need to do different jobs	PSHE3.28 know positive things about themselves and their achievements; set goals to help achieve personal outcomes	PSHE4.26 know about stereotypes in the workplace and that a person's career aspirations should not be limited by them	PSHE5.29 know some of the skills that will help them in their future careers (e.g. teamwork, communication and negotiation)		PSHE7.46 know the benefits of setting ambitious goals and being open to opportunities in all aspects of life
	PSHEN.41 know and explore, through play, that people have jobs	PSHER.43 know and explore, through play, differences in jobs	PSHE1.39 know that jobs help people to earn money to pay for things	PSHE2.40 know different jobs that people they know or people who work in the community do	PSHE3.29 know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life	PSHE4.27 know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)	PSHE5.30 know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid	- PSHE6.29 know the kind of job that they might like to do when they are older - PSHE6.30 know a variety of routes into careers (e.g. college, apprenticeship, university)	- PSHE7.47 know about young people's employment rights and responsibilities - PSHE7.48 know about different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<u>PSHE/RSE Curriculum End Points</u> The KKPDs are the input to the PSHE and RSE programme. The programme end points are the output. These end points capture the knowledge, skills and understanding that children should have at the end of each year. They build progressively over time so that pupils leave Year 6 well-prepared for the next stage of education with the knowledge and skills to keep themselves safe, and to make well-informed choices. For subject leaders, they provide a clear overview of the end-of-year expectations for each year group, which will support the planning and assessment of the PSHE and RSE programme. For teachers, they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KKPDs. They support teachers to plan activities that help to develop pupils as well-informed young people of good character. They should be used to check what pupils know and how well they can apply this knowledge across the curriculum. For pupils, they ensure that they receive an equitable PSHE and RSE programme which gives them the knowledge needed to be successful in their future studies.									
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Curriculum End Points	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:	Children should be able to:
	Recall the knowledge specified within the KCPDs for Nursery	Recall the knowledge specified within the KCPDs for Reception	Recall the knowledge specified within the KCPDs for Year 1	Recall the knowledge specified within the KCPDs for Year 2	Recall the knowledge specified within the KCPDs for Year 3	Recall the knowledge specified within the KCPDs for Year 4	Recall the knowledge specified within the KCPDs for Year 5	Recall the knowledge specified within the KCPDs for Year 6	Recall the knowledge specified within the KCPDs for Year 7
	Explain how adults help keep us safe and that some strangers are safe and some not	Recognise that all families are different	Discuss people who love and care for us and how they do this	Describe the basic rules of online safety and to tell a trusted adult about concerns	Discuss different types of relationships	Explain the importance of commitment in a relationship	Explain the features of positive relationships and some common ways to reconcile disputes	Discuss how relationships can change over time	Discuss a range of different relationships and the importance of trust within these.
	Identify simple parts of the body	Understand how to wash and brush teeth, exercise and sleep	Understand the harm of the sun on skin and how to stay safe from it	Talk about what bullying is (and is not) and how to report to it	Describe what germs do and how to minimise harm	Identify several things that influence what people eat	Explain that some people are attracted to the same sex and that sex and gender are different to this	Understand the term 'discrimination' and give an example.	Begin to take personal responsibility for their own health and wellbeing.
	Understand that it is important to eat healthy foods and why we go to sleep	Name some people who can help you if you are sad or scared	Describe ways to make people feel good	Identify parts of body inc. external genitalia	Identify effects and impacts of common legal drugs e.g. smoking, alcohol	Describe changes during puberty and function of reproductive organs		Describe how/when to get support with health issues, mental and/or physical	Discuss the impact of divorce or separation
	Name things that make them happy and sad	Name common things we can and can't touch and which parts of our body are private	Identify the dangers of electricity, fire and smoking	Describe what happens if you eat too many unhealthy foods	Understand different forms of consent	Explain the different contributions that people and groups make to the community	Identify that some groups of people are unfairly treated and that this is wrong.	Anticipate things that make cause frustration or anger and ways to deal with them	Use a range of coping strategies to regulate feelings and emotions.
	Identify some things that are dangerous e.g. fire, cars, medicines	Recognise everyone is part of a community	Understand permission seeking	Understand that people feel sad about loss/death	Understand how the internet and social media can be used positively and negatively		Discuss side effects of a lack of sleep on the body/mind/behaviour		Understand sexual consent
	Recognise that everyone is different	Understand money can be used to buy things	Recognise they are part of many different groups	Identify dangers of medicines		Name some ways information can be shared and used and basic ways to assess information		Talk about the process of reproduction and birth	Understand young people's employment rights
		Name some of the jobs people do	Talk about how computers and the internet can be used to find out things and communicate	Take appropriate action if an accident occurs (e.g. call 999)	Describe the sorts of skills people need to do different jobs	Understand some ways spending decisions affect others	Manage feelings appropriately and understand that anyone can experience mental ill health	Describe stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	Maintain positive relationships, including online
				Recognise different roles and responsibilities in their community		Discuss assumptions and stereotypes related to jobs	Talk about the importance of hygiene in puberty		
				Recognise not everything online is true			Talk about the pressure to take	Identify a wide range of routes into careers and the + and – of	

Appendix 1: Parent/carers form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	