

Relationships Education and PSHE policy

Ravensfield Primary School



2022

Approved by:

Date:

Last reviewed on:

Next review due by:

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition	3
5. Curriculum	3
6. Delivery of Relationships Education and PSHE	3
7. Roles and responsibilities	4
8. Parents' right to withdraw	4
9. Training	4
10. Monitoring arrangements.....	4

1. Aims and intent.

The aims of Relationships Education and PSHE at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, give them an understanding of sexual development through biology 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 through a range of texts.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Personal, Social, Health, Economic Education (PSHE) and Relationships Education is central to our curriculum; it helps children grow and develop as individuals and as members of families and communities. It is our aim at Ravensfield to provide children with lifelong skills that are essential for growing and learning in a rapidly changing environment. Through our delicate and caring approach to learning, we can facilitate lessons that promote discussion, thought and integrity as well as drawing on our 5 key values: love, honesty, forgiveness, respect and hope. Throughout the PSHE school journey, pupils will have the knowledge, understanding, skills and attitudes they need to lead a healthy, confident and balanced life, as well as becoming a morally rich and well-rounded citizen. In addition, we strive to help children understand how they are developing personally and socially, and as a team we tackle many of the moral, social and cultural issues that are part of growing up. As a school, we understand the importance of not only educating the mind, but also educating the heart by providing our children with a curriculum for life.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to teach sex education to students in Relationships Education but we will be teaching the statutory element of sex education to age appropriate children in science.

In teaching Relationships Education, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Ravensfield we teach Relationships Education as set out in this policy.

3. Policy development

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

4. Definition

Relationships Education teaches pupils about relationships, healthy lifestyles, diversity and personal identity. This is taught through a variety of resources and discussion considering an accurate level of sensitivity when discussing such topics. Throughout the curriculum skillsets such as social, moral, spiritual and cultural understanding is continuously being developed.

5. Curriculum

Our curriculum is set out as per Appendix 1, which when necessary will be developed to suit the needs of the class.

We have developed our Relationships Education curriculum with 4 impacting factors: consultation with parents, pupils and staff needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner to ensure pupils are fully informed and do not seek answers elsewhere (such as online) to limit vulnerability of our children.

6. Delivery of Relationships Education

RSE at Ravensfield is taught within the Personal, social, Health and Economic (PSHE) education curriculum. Biological aspects of Relationships and Sex Education are outlined within the Science curriculum.

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 (curriculum plan) and 2 (Expected subject outcomes).

These areas of learning are taught within the context of family life, to ensure that there is no stigmatisation of children based on their home circumstances, along with reflecting sensitively that some children may have a different structure of support around them (looked after children, young carers etc).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the Relationships Education policy and hold the headteacher to account for the implementation of the curriculum.

The governing board has delegated the approval of this policy to Karen Leyland.

7.2 The head teacher

The head teacher is responsible for ensuring that Relationships Education is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive manner.
- Modelling positive attitudes to Relationships Education.
- Monitoring progress.
- Responding to the needs of individual pupils.

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the head teacher or Relationships Education Subject lead.

7.4 Pupils

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

8. Parents' right to withdraw.

Parents do not have the right to withdraw their children from relationships education.

9. Training

Staff are trained on the delivery of RSE as part of their continuing professional development.

10. Monitoring arrangements

The delivery of Relationships Education is monitored by PHSE subject lead through regular planning reviews, learning walks and regular assessments.

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

Regarding the name of Relationships and Sex Education, at Ravensfield we will refer to the subject as Relationships Education as the Sex Education element is not taught.

The subject will be monitored through pupil voice, staff questionnaires, updated continuing professional development (including new government legislation) as well as annual subject review.

Appendix 1: Curriculum map

PSHE and Relationships Education Curriculum map

Term	Theme
Autumn 1	Self-identity and image, online relationships (e-safety)
Autumn 2	Online reputation and online bullying (e-safety)
Spring 1	Respectful relationships and people who care for me
Spring 2	Growing and Changing, Citizens Rights
Summer 1	Healthy Lifestyles, Caring friendships
Summer 2	Staying Safe, Understanding Money

Skills used throughout lessons.

Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.

Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.

Debate: Students understand how to engage in an effective formal discussion on a particular matter.

Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.

Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.

Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety.

Self-image and identity	<p>Throughout the year groups children will</p> <ul style="list-style-type: none"> • Understand what no means and when to tell adults about concerns online. • How to keep their identity safe. • How to choose a different online identity and why people might do this. • How to communicate feelings online. 						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To understand the emotions of feeling sad, uncomfortable or embarrassed and how these emotions might look. (1 session)</p> <p>To know online and offline, that someone can say 'no'-'please stop'-'I'll tell' to someone who makes them feel sad, uncomfortable, upset or embarrassed. (1 session)</p>	<p>To know there are people online that can make them feel upset, sad or embarrassed. (1 session)</p> <p>To know if something happens it might make me feel sad, worried or frightened and give examples of when and how to speak to an adult they can trust and how they</p>	<p>To explain how other people might look and act differently online and offline. (1 session)</p> <p>To give examples of issues online that can make someone feel sad, worried, uncomfortable or frightened and how they will get help. (1 session)</p>	<p>To understand what is meant by the term identity and how people can represent themselves differently online. (1 session)</p> <p>To explain ways in which someone might change their identity depending on what they are doing</p>	<p>To explain how my online identity can be different to my offline identity and how someone can positively interact with others online (1 session).</p> <p>To explain that others online can pretend to be someone else, including friends and can suggest reasons why they might do this</p>	<p>To explain identity online can be copied, modified or altered (1 session)</p> <p>To demonstrate how to make responsible choices about having an online identity, depending on the context. (1 session)</p>	<p>To identify and critically evaluate online content relating to gender, race, religion, disability and other groups and explain why it is important to challenge and reject inappropriate representations online. (1 session)</p> <p>To describe the issues that could make people feel sad, worried or frightened and</p>

		will help. (1 session)		online (e.g. gaming, using an avatar, social media) and explain why. (1 session)	(1 session)		give examples of asking for help if needed. (1 session)
Online relationships	Throughout the year groups children will						
	<ul style="list-style-type: none"> • Be able to communicate the risks of talking to others online. • How to communicate with others. • What is appropriate to share online with other people. • How to be respectful to others online. 						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To recognise some ways in which the internet can be used to communicate. (1 session) To give examples of how I (might) use technology to communicate with people I	To give examples of when to ask permission to do something online and use adult support to communicate with people. (1 session) To be considerate	To give examples of the risk of communicating with people they don't know offline and why we might not share personal information with them. (1 session)	To understand consent before sharing things online and how this applies to being offline too (sharing images and videos) and how feelings can be hurt by what is said or	To describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). (1 session) To give	To give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). (1 session) To explain that there are some people who	To explain that taking or sharing inappropriate images of someone (even if they say it is ok) can have an impact, both virally and privately (screenshot) and who can help if someone is	

	<p>know. (1 session)</p>	<p>and understand why we respect peoples choices and explain why some people might not find things funny that we might online. (1 session)</p>	<p>To describe ways to ask for, give or deny (say no) my permission online regardless of pressure and explain who can help me if I am not sure. (1 session)</p>	<p>written online. (1 session)</p> <p>To understand why knowing someone offline is different to knowing someone online and what is meant by trusting someone online. (1 session)</p>	<p>examples of how to be respectful online to others (healthy and unhealthy behaviours) and how feelings and beliefs are important to different people. (1 session)</p>	<p>can communicate with others that may want to do them or their friends harm and I can recognise that this is not the victims fault and that they need to tell someone responsible. (1 session)</p>	<p>worried. (1 session)</p> <p>To explain how to show respect for others online through identifying boundaries and how to support them if someone has spoken to them negatively. (1 session)</p> <p>Period talk with Nurse.</p>
--	------------------------------	--	---	--	---	--	---

Autumn 2

Online reputation	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To identify ways that you can put information on the internet. (2 sessions)</p>	<p>To recognise that information can stay online and could be copied. (1 session)</p> <p>To describe what information should not be put online without asking a trusted adult first. (1 session)</p>	<p>To explain how information put online about someone could last a long time and how this can be seen by anyone. (1 session)</p> <p>To identify who to talk to if something has been put online without consent or incorrect. (1 session)</p>	<p>To explain how to search information about others online and give examples of what is appropriate and inappropriate to share about yourself online. (1 session)</p> <p>To identify who to ask if they are unsure about putting something online (1 session)</p>	<p>To describe how to find out information about others by searching online. (1 session)</p> <p>To explain ways that some of the information about someone online could be created, copied and shared by others. (1 session)</p>	<p>To search information about an individual online and summarise the information found. (1 session)</p> <p>To describe ways that information about anyone online can be used by others to make judgements about an individual and why these can be incorrect. (1 session)</p>	<p>To explain the ways in which anyone can develop a positive online reputation. (1 session)</p> <p>To explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. (1 session)</p>

Online bullying	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To describe ways that some people can be unkind online. (1 session)</p> <p>To offer examples of how bullying can make others feel. (1 session)</p>	<p>To describe how to behave online in ways that do not upset others and give examples. (2 sessions)</p>	<p>To explain what bullying is on and offline. (1 session)</p> <p>To explain that anyone who experiences bullying is not to blame and how to get help. (1 session)</p>	<p>To describe appropriate ways to behave towards other people online and why this is important. (1 session)</p> <p>To give examples of how bullying behaviour could appear online and how someone could get support. (1 session)</p>	<p>To be able to recognise when someone is upset, hurt or angry online. (1 session)</p> <p>To describe ways people can be bullied through a range of media and explain why people need to think carefully about what they post. (1 session)</p>	<p>To recognise how online bullying can be different to bullying in the physical world and what to do if you are being bullied online (blocking etc) (1 session)</p> <p>To explain which online services can help and identify when to tell a trusted adult. (1 session)</p>	<p>To describe how to capture bullying content as evidence (screen grabbing, sharing etc) and share with others who can help me. (1 session)</p> <p>To explain how someone would report online bullying in different contexts. (1 session)</p>

Spring 1

Respectful relationships and people who care for me.	All children throughout each year group will						
	<ul style="list-style-type: none"> • Understand the importance of respecting others, regardless of differences, whether physical or because of their choices, preferences or beliefs • be given age appropriate steps to help them maintain quality relationships • understand the importance of courtesy and manners • to recognise their own happiness including the importance of self-respect • that everyone has the right to be treated respectfully and that they should show respect to others 						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand who looks after and cares for me and how this might be different for others. (2 sessions)	To communicate feelings to others, to recognise how others show feelings and how to respond if someone is upset in a positive way (1 session) To identify their special people and family members. (1 session)	To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (1 session) To use well known stories to recognise families can be different to our own. (1 session) To learn to	To develop strategies to solve disputes and conflict through negotiation and compromise and to give feedback and support to benefit others as well as themselves (1 session) To recognise what constitutes a positive,	To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (1 session) How to recognise bullying and abuse in all its forms	To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (1 session) To use class texts to compare relationships and consider when a relationship can become unsupportive and unhealthy.	To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view (throughout half term)	

		<p>To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p>identify and respect the differences and similarities between people (1 session)</p>	<p>healthy relationship and develop the skills to form a positive and healthy relationships (1 session)</p> <p>To learn that differences and similarities between people and families that arise from a number of factors through class texts. (1 session)</p>	<p>(including prejudice-based bullying both in person, online and through social media) (1 session)</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help. Linked with To use class texts and a range of stories to</p>	<p>(1 session)</p> <p>To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. (1 session)</p>	<p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (1 session)</p> <p>To recognise ways in which relationships can be unhealthy (1 session)</p> <p>To recognise commitment in</p>
--	--	--	---	--	--	--	--

Spring 2

Growing and changing	Throughout year groups children will					
	<ul style="list-style-type: none"> • Recognise what makes them special and ways in which we are all unique • Identify what they are good at, what they like and dislike. How to manage when finding things difficult • Understand growing and changing from young to old and how people's needs change • Understand personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) • Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • How to manage setbacks/perceived failures, including how to re-frame unhelpful thinking • Identify the external genitalia • Understand about the 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) • Understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene (KS2) 					
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
To recognise changes from baby to current age and how we might change the older we get. (1 session) Explain what changes we might experience-	To recognise ways in which they are all unique; understand that there has never been and will never be another 'them'. (1 session) To recognise and celebrate	To gain understanding of how we change from young to old and needs change To learn about the process of growing from young to old and how people's needs change	For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others	To know and label body parts in line with the science curriculum. (1 session)	To understand how their body may change as they approach and move through puberty (1 session with teacher and 1 with nurse)	To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (1 session) For pupils to reflect on and

Citizen's rights	<p>Children throughout the year group will</p> <ul style="list-style-type: none"> • Understand what rules are, why they are needed, and why different rules are needed for different situations. • Understand how people and other living things have different needs; about the responsibilities of caring for them. • Understand about things they can do to help look after their environment. • to recognise reasons for rules and laws; consequences of not adhering to rules and laws • to recognise there are human rights, that are there to protect everyone • Understand the relationship between rights and responsibilities • Understand 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 • Understand 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) 						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To understand the school rules. (1 session)	To help construct, and agree to follow, group and class rules and to understand how these rules help them , including school values (1 session)	To understand school values and how these help us in the wider world (1 session)	To learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules (1 session)	To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (1 session)	To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk	To learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules. (1 session)
	To explain what rules you might have at home. (1 session)	To learn about what improves and harms their local,	To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting				

	<p>how they keep me safe. (1 session)</p>	<p>natural and built environments and develop strategies and skills needed to care for these (including conserving energy) (1 session)</p>	<p>others' feelings; being able to take turns, share and understand the need to return things that have been borrowed (1 session)</p>	<p>To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (1 session)</p>	<p>To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (1 session)</p> <p>To learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations</p>	<p>(1 session)</p> <p>To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (1 session)</p>	<p>To understand that children have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (1 session)</p>
--	---	--	---	--	--	---	---

					and how to take part in making and changing rules. (1 session)		
--	--	--	--	--	---	--	--

Summer 1

Healthy lifestyles	<p>Throughout all year groups children will</p> <ul style="list-style-type: none"> • Understand about what keeping healthy means; different ways to keep healthy • Understand foods that support good health and the risks of eating too much sugar • Understand about how physical activity helps us to stay healthy; and ways to be physically active everyday • Understand why sleep is important and different ways to rest and relax • Understand simple hygiene routines that can stop germs from spreading • Understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy • Understand dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health • How to keep safe in the sun and protect skin from sun damage • Understand 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 • How to predict, assess and manage risk in different situations • Understand 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 • Understand the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) 					
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5

	<p>To understand what is meant by the word healthy (1 session)</p> <p>To examine how we keep our teeth healthy and when should we do this. (1 session).</p>	<p>To recognise what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health (1 session)</p> <p>To learn about good and not so good feelings and simple strategies for managing feelings. (1 session)</p>	<p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health. (1 session)</p> <p>To recognise that choices can have good and not so good consequences (1 session)</p> <p>To understand change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p>	<p>To understand what positively and negatively affects their physical, mental and emotional health. (1 session)</p> <p>To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (1 session)</p>	<p>To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (1 session)</p> <p>To deepen understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to</p>	<p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. (1 session)</p> <p>To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread (1 session)</p>	<p>To recap on how to keep a balanced lifestyle (1 session)</p> <p>To learn what is meant by the term 'habit' and why habits can be hard to change? (1 session)</p> <p>To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future</p>
--	---	---	---	---	--	---	--

			(1 session)		others and how to overcome these feelings. (1 session)		health and safety; that some are restricted and some are illegal to own, use and give to others (1 session)
--	--	--	-------------	--	---	--	--

Summer 2

Understanding money	Throughout year groups children will					
	<ul style="list-style-type: none"> • Understand what money is; forms that money comes in; that money comes from different sources • Understand that people make different choices about how to save and spend money • Understand the difference between needs and wants; that sometimes people may not always be able to have the things they want • Understand that money needs to be looked after; different ways of doing this • Understand the different ways to pay for things and the choices people have about this • Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' • Understand the different ways to keep track of money • Understand about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe 					
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
Getting ready for my next year group (2 session)	Getting ready for my next year group (2 session)	To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving (1 session)	For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (1 session)	For pupils to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) (1 session)	What is meant by enterprise and begin to develop enterprise skills (sessions based on teacher judgement)	To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (1 session)

P and R in lesson-	Online bullying	Online bullying	Online bullying	Online bullying	Online bullying	Online bullying	Online bullying
--------------------	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------

Staying safe	Throughout the year children will						
	<ul style="list-style-type: none"> Understand about rules and age restrictions that keep us safe Recognise risk in simple everyday situations and what action to take to minimise harm How to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) Understand that household products (including medicines) can be harmful if not used correctly Understand 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 Understand about what to do if there is an accident and someone is hurt. 						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand how we keep safe when crossing the road. (1 session)	To recap how to keep safe in familiar and unfamiliar environments. (1 session)	To understand the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and	To recognise the feelings of being unsafe (Throughout unit of work) To differentiate between the terms, 'risk', 'danger', and 'hazard' (1 session)	To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (3 sessions)	To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (1 session)	To differentiate between the terms, 'risk', 'danger' and 'hazard' which will deepen pupils' understanding of risk by recognising, predicting and assessing risks in different situations and	

		harmful if not used correctly (2 sessions)	fire safety. (2 sessions) To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (1 session)	To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience (1 session) To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (1 session)		To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (1 session) To understand privacy and understand that not all secrets are good. (1 session)	deciding how to manage them responsibly. (1 session) To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (crucial Crew) (1 session) To recognise and manage 'dares'. (1 session).

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • 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. • 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. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • 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. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.

