

Relationships Education & PSHE Policy

Gayton Junior School



Manager:	Mrs J Hill
Date Adopted:	Summer 2025
Date for review:	Summer 2026

Parties involved in the policy's development and consultation:

- PSHE and Relationships Education Leaders
- PSHE Leaders from Ridgeway Infant and Derby Moor Academy (KS1 and KS3 feeder schools)
- Parents contributing feedback and views about Relationships Education
- Governing Board
- Gayton School Staff

This policy reflects the DfE Relationships Education statutory guidance (2019) and guidance from the PSHE Association. All school personnel, parents and carers have been made aware of this policy. This policy will be made available to view via the school's website. Hard copies will also be available via the school office.

Aims

The overall aim of Relationships Education is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict, keep themselves safe and learn how to recognise and avoid exploitation and abuse.

Relationships Education provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children - this also includes marriage and civil partnerships
- better understand their emotions and positive mental health
- learn how to keep themselves safe and who can help them
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

Content of the Schools' Relationships Education Programme

The DfE Relationships Education statutory guidance sets out what children should know by the end of their time at junior school (see Appendix A). At Gayton, Relationships Education will be taught mainly as part of our PSHE scheme of work. Children are taught in classes by a member of school staff, usually the class teacher. Other aspects of the programme are taught through our SMSC work on Citizenship or through PE or Science. Many aspects of the programme are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child. An outline of the content of our programme of work for PSHE, including Relationships Education, can be found in Appendix B and Programmes of Study can be found on the school website.

- Mental health and wellbeing is woven throughout the scheme of work, with some lessons focusing on this specifically and others through discussion of thoughts and feelings in relation to other objectives.
- Relationships Education is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- Ground Rules are used in all PSHE and Relationships Education lessons.
- Pupils have access to Worry Boxes in the Upper and Lower School corridors if they wish to speak in confidence to their class teacher or our Learning Mentor following any PSHE or Relationships Education lessons.
- Resources used are flexible in order to meet the needs of the pupils and curriculum. Where possible, visitors or books are used to further engage children to certain topics.
- Lesson activities focus on discussion and group work, allowing them to be accessed by all children, including those with SEND.
- Correct medical vocabulary will be used throughout the Relationships Education and PSHE curriculum.
- Relationships Education is taught using a variety of methods that further pupils' understanding. These include: circle time, active teaching and learning, role play/scenarios, Learning2Learn or Talk4Learning activities and discussions.
- External agencies are invited to support the delivery of Relationships Education. These include: the Fire Service, the NSPCC, Flat Stan First Aid and the local community police.
- External agencies and visitors are familiar with and understand the school's Relationships Education policy and Education Child Protection policy and work within these documents' guidelines.
- All input to Relationships Education lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Parental Involvement

The school is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE and Relationships Education programme. Parents are provided with the opportunity to find out about and discuss the school's programme during policy consultation meetings/opportunities, the school website and an open-door policy. Parents will also be made aware of when lessons on Changes and Puberty are to be taught. To promote effective communication and discussion between parents and their children we notify parents through the school website about when particular aspects of Relationships Education will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parental rights to withdraw their children

Following discussions with Derby Moor Academy, where the majority of our pupils move after Year 6, we have taken the decision not to include any specific Sex Education in our Relationships Education Programme beyond that which is covered as part of the Key Stage 2 Science Curriculum and the guidance in the DfE Relationships Education (2019) document. This covers life cycles of humans and the changing adolescent body, including physical and emotional changes. Life Cycles is taught as part of the Year 5 Science Curriculum and our Year 5 girls and all Year 6 children take part in the changing adolescent body lessons. **As these aspects are part of the National Curriculum, children cannot be withdrawn from these lessons.** Discussions may take place between parents of children with SEND needs and the school SENCO if it is deemed children are not emotionally mature enough to access the content of the Year 6 curriculum so that we can ensure these lessons are adapted and can be accessed by the child.

How the school responds to specific issues related to Relationships Education

Answering Difficult Questions

Staff are aware that views around Relationships Education related issues are varied. However, while personal views are respected, all Relationships Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal Relationships Education issues arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (DSL) if they are concerned or believe any pupil to be at risk.

Ground Rules

Relationships Education is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the Relationships Education work, in addition to those already used in the classroom.

Inclusion & Equal Opportunities

The Relationships Education policy reflects and is in line with the school's equality duty and the school ensures that the Relationships Education teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT+). Inclusive Relationships Education will foster good relations between pupils, tackle all types of prejudice – including homophobia – and will promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE,2014b). Schools have a legal duty to promote equality (Equality Act,2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

The Programmes of Study for each year group seeks to challenge negative stereotyping around the protected characteristics and aims to address these at a level which is age-appropriate to the children in each year group. As a school, we act quickly to dispel any manifestations of discrimination from an early age. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which sets out our expectations of pupils.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. Relationships Education discussions may prompt a pupil to disclose about related incidents; for example, neglect or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, they should discuss this with the DSL who takes action as outlined in the Education Child Protection policy. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

How the Relationships and Sex Education Programme is Monitored, Evaluated and Assessed

We ensure that all pupils have equal access to the Relationships Education programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. Class teachers assess pupils' understanding and progress throughout the year, based on their input during discussions, task outcomes, questioning and observations.

At the end of the year, each year group reviews the Relationships Education programme they have implemented and pass on any comments to the Relationships Education leader as part of the monitoring cycle. A random selection of pupils is interviewed and the Relationships Education programme is reviewed, taking into account the feedback from teaching staff, pupils and, where necessary, parents. Governors remain ultimately responsible for the policy.

Links to other policies and advice

This policy is supported by, but not limited to:

Equality Duty

Behaviour Policy

Health and Safety Policy

Education Child Protection Policy

Mental Health & Wellbeing Policy

Visits & Visitors Policy

Confidentiality Policy

Anti-bullying Policy

Intimate Care Policy

Relationship and Sex Education Guidance (2019) – DfE

Review of This Policy

The first review for this policy will be in 2023, in line with the first review of the statutory Relationships Education guidance (2019). Following that, this policy will be reviewed every two years and updated should any new findings arise from educational research, local or national guidance.

Theme	By the end of KS2, children should know:
Families and people who care for 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.
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.

Theme	By the end of KS2, children should know:
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.

Theme	By the end of KS2, children should know:
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

Theme	By the end of KS2, children should know:
Physical health and fitness	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.

Annex B

Key Stage 2

THEME: HEALTH AND WELLBEING

Learning Opportunities Pupils know...	Curriculum Coverage					
H1. how to make informed decisions about health.	Y3 Sp1	Y6 Sp1				
H2. about the elements of a balanced, healthy lifestyle.	Y3 Sp1	Y6 Sp1				
H3. about choices/ influences that support a healthy lifestyle.	Y3 Sp1	Y6 Sp1				
H4. how to recognise that habits can have both positive/negative effects on a healthy lifestyle.	Y3 Sp1	Y4 Sp1	Y5 Sp1	Y6 Sp1		
H5. about what good physical health means; how to recognise early signs of physical illness.	Y6 Sp1					
H6. about what constitutes a healthy diet; risks associated with not eating a healthy diet.	Y3 Sp1					
H7. how regular (daily/weekly) exercise benefits mental and physical health; risks associated with an inactive lifestyle.	Y3 Sp1					
H8. about how sleep contributes to a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour and the ability to learn.	Y6 Sp1					
H9. how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.	Y3 Sp1	Y4 Su2	Y6 Sp1			
H10. how medicines, when used responsibly, contribute to health.	Y4 Sp1					
H11. how to maintain good oral hygiene.	Y3 Sp1					
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage.	Assembly – Whole School Su1					
H13. about the importance of balancing time online with other activities.	Y4 Au1	Y6 Au1	Y6 Sp1			
H14. how and when to seek support if they are worried about their health.	Y6 Sp1					

Key Stage 2

THEME: HEALTH AND WELLBEING

Learning Opportunities Pupils know...	Curriculum Coverage					
H15. that mental health, just like physical health, is part of daily life and understand the importance of taking care of mental health.	Y4 Sp2					
H16. about strategies and behaviours that support good mental health.	Y3 Sp1	Y4 Sp2	Y6 Sp1			
H17. to recognise that feelings can change over time and range in intensity.	Y3 Su2	Y4 Sp2	Y6 Su2			
H18. about everyday things that affect feelings and the importance of expressing feelings.	Y3 Su2	Y4 Sp2	Y5 Sp2	Y6 Su2		
H19. about different vocabulary to use when talking about feelings; about how to express feelings in different ways.	Y3 Su2	Y4 Sp2	Y5 Sp2	Y6 Su2		
H20. how to manage and respond to feelings appropriately.	Y4 Sp2		Y5 Sp2			
H21. the warning signs linked to mental ill health and wellbeing and how to seek support for themselves and others.	Y3 Su2	Y4 Sp2	Y5 Sp2	Y6 Su2		
H22. 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.	Y5 Sp2		Y5 Sp2			
H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.	Y3 Su2			Y6 Su2		
H24. how to use problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools/classes.	Y3 Su2	Y4 Sp2	Y5 Sp2	Y6 Su2		

Key Stage 2

THEME: HEALTH AND WELLBEING

Learning Opportunities Pupils know...	Pupil's Name/Initials					
H25. about personal identity; what contributes to who they are.	Y3 Su1	Y4 Su1	Y4 Su2	Y5 Su1	Y6 Su1	
H26. that for some people gender identity does not correspond with their biological sex.	Currently under national consultation to remove from Key Stage 2 programme of study so we have removed it from our curriculum under this review.					
H27. that they are unique and special. They can name their personal qualities.	Y4 Su1	Y4 Su2	Y5 Su1	Y5 Su2		
H28. about their personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.	Y4 Su2	Y5 Su1	Y5 Su2			
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.	Y5 Sp2					
H30. the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.	Y4 Su2	Y5 Su2				
H31. about the physical and emotional changes that happen when approaching and during puberty.	Y4 Su2	Y5 Su2				
H32. about how hygiene routines change during the time of puberty; how to maintain personal hygiene.	Y4 Su2	Y5 Su2				
H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born.	Y4 Su2	Y5 Su2				
H34. about where to get more information, help and advice about growing and changing, especially about puberty.	Y5 Su2					
H35. about the new opportunities and responsibilities that increasing independence may bring.	Y5 Su2					
H36. about strategies to manage transitions between classes and key stages.	Y3 Su2	Y6 Su2				

Key Stage 2

THEME: HEALTH AND WELLBEING

Learning Opportunities Pupils know...	Pupil's Name/Initials					
H37. some reasons for following and complying with rules and restrictions.	Y4 Au1	Y6 Au1				
H38. how to predict, assess and manage risk in different situations.	Y4 Au1	Y4 Sp1	Y6 Au1			
H39. 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.	Y4 Au1	Y4 Sp1	Y6 Au1			
H40. about the importance of taking medicines correctly and using household products safely.	Y4 Sp1					
H41. about strategies for keeping safe in the local environment or unfamiliar places.	Y4 Au1	Y6 Au1				
H42. about the importance of keeping personal information private; strategies for keeping safe online.	Y4 Au1	Y6 Au1				
H43. about what is meant by first aid; basic techniques for dealing with common injuries.	Y4 Au1	Y6 Au1				
H44. how to respond and react in an emergency situation.	Y4 Au1	Y4 Sp1	Y5 Sp1	Y6 Au1		
H45. as (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.	Under national consultation to move into secondary curriculum. Will remove from school curriculum under this review and replace into Y6 curriculum only, if necessary, following outcome of national consultation.					
H46. about the risks and effects of legal drugs common to everyday life.	Y4 Sp1	Y5 Sp1				
H47. that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.	Y5 Sp1					
H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines).	Y5 Sp1					
H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping.	Y6 Au1					
H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.	Y5 Sp1					

Key Stage 2

THEME: RELATIONSHIPS

Learning Opportunities Pupils know...	Curriculum Coverage					
R1. that there are different types of relationships.	Y3 Sp2	Y6 Sp2				
R2. 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.	The current national consultation is looking to clarify that primary schools have discretion over whether to discuss sexual orientation or families with same-sex parents. We will, through our range of texts and lesson themes, ensure we are preparing our children in all year groups, in an age-appropriate way, for life in modern Britain by ensuring that they know that there are different types of family.					
R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.	Y6 Sp2					
R4. that forcing anyone to marry against their will is a crime.	Y6 Sp2					
R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.	Y6 Sp2					
R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another.	Y3 Sp2	Y6 Sp2				
R7. that there are different types of family structure; that families of all types can give family members love, security and stability.	Y3 Sp2	Y6 Sp2				
R8. about shared characteristics of healthy family life.	Y3 Sp2	Y6 Sp2				
R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.	Y6 Sp2					

Key Stage 2

THEME: RELATIONSHIPS

Learning Opportunities Pupils know...	Curriculum Coverage					
R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.	Y3 Sp2	Y6 Sp2				
R11. what constitutes a positive healthy friendship; that the same principles apply to online friendships as to face-to-face relationships.	Y3 Sp2	Y6 Sp2				
R12. what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.	Y4 Au1					
R13. about the importance of seeking support if feeling lonely or excluded.	Y3 Au2	Y4 Au2	Y5 A2	Y6 Au2		
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.	Y3 Sp2	Y6 Sp2				
R15. about strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.	Y5 Sp1					
R16. how friendships can change over time, about making new friends and the benefits of having different types of friends.	Y3 Sp2	Y6 Sp2				
R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.	Y3 Au2	Y5 A2	Y6 Au2			
R18. how to recognise if a friendship (online or offline) is making you feel unsafe or uncomfortable; how to manage this and ask for support if necessary.	Y3 Au2					

Key Stage 2

THEME: RELATIONSHIPS

Learning Opportunities Pupils know...	Curriculum Coverage					
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.	Y3 Au2	Y4 Au2	Y5 A2	Y6 Au2		
R20. about strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support.	Y3 Au2	Y5 Su1				
R21. about discrimination, what it means and how to challenge it.	Y3 Au2	Y4 Au2	Y5 A2	Y5 Su1	Y6 Au2	
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).	Y4 Su2	Y6 Su2	Whole school NSPCC Assembly			
R23. about why someone may behave differently online, strategies for recognising risks, harmful content and contact; how to report concerns.	Y4 Au1	Y6 Au1				
R24. how to respond safely and appropriately to adults they may encounter, in all contexts including online.	Y4 Au1					
R25. about different types of physical contact; what is acceptable/unacceptable; strategies to respond to unwanted physical contact.	Y4 Su2	Y6 Su2	Whole school NSPCC Assembly			
R26. about seeking and giving permission (consent) in different situations.	Y4 Su2	Y6 Su2	Whole school NSPCC Assembly			
R27. about keeping something confidential or secret; when it is right to break a confidence or share a secret.	Y3 Sp2					
R28. how to recognise pressure from others and strategies for managing this.	Y4 Au1	Y6 Au1				
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online.)	Y4 Su2	Y5 Su2	Y6 Au1			

Key Stage 2

THEME: RELATIONSHIPS

Learning Opportunities Pupils know...	Curriculum Coverage					
R30. how personal behaviour can affect other people; to recognise and model respectful behaviour online.	Y3 Au2	Y3 Su1	Y4 Au2	Y5 Au2	Y5 Su1	Y6 Au2
R31. about the importance of self-respect and how this can affect your thoughts and feelings about yourself. Pupils know strategies to improve or support courteous, respectful relationships.	Y4 Su1	Y5 Su1				
R32. about respecting the differences and similarities between people Pupils can recognise what they have in common with others e.g. physically, in personality or background.	Y3 Su1	Y4 Su1	Y5 Su1	Y6 Su1		
R33. how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to your own.	Y3 Su1	Y6 Su1				
R34. how to discuss and debate topical issues. Pupils know how to respect other people's point of view and constructively challenge those they disagree with.	Y4 Su1	Y5 Su1				

Key Stage 2

THEME: LIVING IN THE WIDER WORLD

Learning Opportunities Pupils know...	Curriculum Coverage				
L1. about reasons for rules and laws; consequences of not adhering to rules and laws.	Y3 Au1	Y5 Au1			
L2. about human rights, and understand that they are there to protect everyone.	Y3 Au1	Y5 Au1			
L3. about the relationship between rights and responsibilities.	Y3 Au1	Y5 Au1			
L4. about the importance of having compassion towards others; how to show care and concern for others.	Y3 Au1	Y5 Au1	Y5 Su1		
L5. about ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment.	Y3 Au1	Y5 Au1			
L6. about the different groups that make up their community; what living in a community means.	Y3 Su1	Y6 Su1			
L7. about the different contributions that people and groups make to the community.	Y3 Su1	Y6 Su1			
L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.	Y3 Su1	Y5 Su1	Y6 Su1		
L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.	Y4 Su1	Y4 Su2			
L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to prejudice if witnessed or experienced.	Y3 Su1	Y4 Su1	Y5 Su1	Y6 Su1	
L11. about ways in which the internet and social media can be used both positively and negatively.	Y4 Au1	Y5 Su2	Y6 Au1		
L12. about the importance to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.	Y4 Au1	Y5 Su1	Y6 Au1		
L13. about some of the different ways information and data is shared and used online.	Y4 Au1	Y6 Au1			
L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups.	Y4 Au1	Y6 Au1			
L15. about appropriate things to share and things that should not be shared on social media; rules surrounding distribution of images.	Y4 Au1	Y6 Au1			

Key Stage 2

THEME: LIVING IN THE WIDER WORLD

Learning Opportunities Pupils know...	Curriculum Coverage				
L16. about 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.	Y4 Au1	Y5 Su2			
L17. about the different ways to pay for things and the choices people have about this.	Y3 Su2				
L18. that people have different attitudes towards saving and spending money; what influences people's decisions.	Y3 Su2				
L19. that people's spending decisions can affect others and the environment.	Y3 Su2				
L20. that people make spending decisions based on priorities, needs and wants.	Y3 Su2				
L21. about ways to keep track of money.	Y3 Su2				
L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.					
L23. about the risks involved in gambling.					
L24. about ways that money can impact on people's feelings and emotions.	Y3 Su2				
L25. about and share the positive things about themselves and their achievements; set goals to help achieve personal outcomes.	Y3 Su1	Y6 Su1			
L26. about a range of different jobs/ careers that people can have; that people often have more than one career/type of job during their life.	Y6 Su2				
L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them.	Y6 Su2				
L28. about what might influence people's decisions about a job or career.	Y6 Su2				
L29. 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.	Y6 Su2				
L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.	Y3 Su2				
L31. how to explore the kind of job that they might like to do when they are older.	Y6 Su2				
L32. about a variety of routes into careers (e.g. college, apprenticeship, university.)	Y6 Su2				