



Keep Hatch Primary School Relationships and Sex Education (RSE) Policy

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1 Introduction

Keep Hatch Primary School is part of the Frays Academy Trust. This policy sets out our approach to the teaching of Relationships and Sex Education. Frays is committed to delivering excellent primary education for children and to enabling them, their families and our staff to flourish and realise their potential.

We are a family of schools dedicated to fostering **excellence in learning through strength in partnership and investment in character**.

At Frays, we believe in the transformative power of education, equally accessible to all regardless of background, culture, or faith. Through exceptional teaching, we equip our pupils with the skills and resilience they need to thrive. Our aim is to foster a love of learning, setting them on a path to become well-rounded, confident young individuals.

2 Aims

Our aims for the teaching of relationships and sex education are:

- That teaching takes place within a school environment which enables children and adults to flourish.
- To provide a framework in which sensitive discussions can take place.
- To prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- To help our children develop feelings of self-respect, confidence, empathy and self-worth.
- To create a respectful culture around issues of sexuality and relationships.

- To teach pupils the correct vocabulary to describe themselves and their bodies.
- To develop children’s age-appropriate understanding of healthy relationships including respect and consent.
- To safeguard adults and children.
- To ensure RSE meets the requirements of the Equality Act 2010 and the SEND Code of Practice.

3 Legislative and regulatory basis

As a Trust of primary schools, Frays must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). We do not 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 includes the elements of sex education contained in the science curriculum.

In teaching RSE, we’re required 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
- [Keeping Children Safe In Education](#)
- The Department for Education’s [Statutory Guidance on Relationships and sex education and health education](#)
- [Promoting fundamental British values through SMSC](#)

4 Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. This has included review by a working group from across the Trust. We consulted parents/carers across the Trust on the policy and consulted pupils via our pupil voice processes.

5 Definition of Relationships and Sex Education (RSE)

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.

6 Curriculum

Our RSE curriculum is set out as per Appendix 3 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 any curriculum resources and 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.

7 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).

In Frays schools, 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 ensure 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, 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).

Across Frays, we are 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.

7.1 Inclusivity

Frays schools 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

7.2 Special Educational Needs and Disability

We ensure the teaching of RSE is inclusive and meets the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND). Learning activities will be tailored to ensure that pupils with SEND can access the content.

7.3 Use of resources

Our schools will consider whether any resources they 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

8 Use of external organisations and materials

Across Frays, we will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

We remain 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.

Our schools 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](#) and the [Education Act 1996](#)
- Only work with external agencies where they 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 usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, 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 any external materials with parents and carers

Our schools **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

9 Roles and responsibilities

9.1 The Board of Directors

The Frays Board of Directors will approve the RSE policy, and hold headteachers to account for its implementation through the CEO.

9.2 CEO

The CEO will work with headteachers to make sure they implement the policy in their school and report to the Board on any issues with its implementation across Frays.

9.3 Local Governing Bodies

Local governing bodies are responsible for monitoring the implementation of the policy at their school and reporting issues to the Board if they occur. This will take place through the monitoring of school improvement priorities, taking part in Safeguarding Audits, both as a collective and by the Link Governors on their visits to school.

9.4 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from some or all of sex education delivered as part of non-statutory RSE (those not outlined in the Science National Curriculum).

9.5 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 RSE (those not outlined in the Science National Curriculum).

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.

9.6 Pupils

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

10 Parents' right to withdraw

Parents/carers do not have the right to withdraw their children from relationships education or health education including puberty.

Parents/carers do have the right to withdraw their children from non-statutory RSE (those not outlined in the Science National Curriculum).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher of the school. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action.

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

11 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.

12 Monitoring arrangements

The delivery of RSE is monitored by the PSHE lead through:

- Planning and book scrutiny
- Learning walks
- Pupil voice

This policy will be reviewed every three years. At every review, the policy will be approved by Board of Directors.

13 Links to other policies

This policy operates in conjunction with the following school policies and guidance documents:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Equality Policy
- Anti-Bullying Policy
- E-safety Policy

Appendix 1 – Parent/carer form: request for withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child:		Class:	
Name of parent:		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	
Date:	

Appendix 2 – Statutory Guidance: information for parents on teaching in primary schools

This is a section of the [statutory guidance: Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

Relationships – by the end of primary school:

<p>Families and People Who Care for Me</p>	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and care for me 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 marriage¹ 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.
<p>Caring Friendships</p>	<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.
<p>Respectful Relationships</p>	<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.

	<ul style="list-style-type: none"> • 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.

Mental and physical health and wellbeing – by the end of primary school:

Mental Wellbeing	<p>Pupils should know:</p> <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.
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	<ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <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.
Physical Health and Fitness	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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

	<ul style="list-style-type: none"> • (including, for example, obesity and tooth decay) and other behaviours (e.g. the • impact of alcohol on diet or health)
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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	<p>Pupils should know:</p> <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

Appendix 3 – Keep Hatch Primary School: RSE curriculum

Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the DfE statutory Relationships and Health Education outcomes have been made in each Puzzle.

INTENT: Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.

IMPLEMENTATION: Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

IMPACT: This can be established through assessment identified in the key learning.

In addition to Jigsaw all year groups complete the NSPCC Stay Safe Speak Out assembly and lessons to teach them about their rights. Year 6 also watch the video 'Alright Charlie' which raises awareness of child exploitation and safe relationships/friendships.

EYFS	Key Objectives	Key Vocabulary
Autumn 1 – Being Me in My World	Belonging; noticing similarities/differences; recognising and expressing feelings; gentle hands; children’s rights to learn/play; being responsible	kind, gentle, friend, similar, different, rights, responsibilities, feelings, happy, sad, angry, excited, sharing, taking turns
Autumn 2 – Celebrating Difference	Pride and uniqueness; families/homes can be different; making friends and standing up for self kindly; recognising emotions	different, special, proud, friends, kind, same, similar, happy, sad, frightened, angry, family
Spring 1 – Dreams & Goals	Understand challenges and perseverance; set and work towards goals; use kind words; link learning now to future jobs; feel proud of achievement	dream, goal, challenge, job, perseverance, achievement, happy, kind, encourage, proud
Spring 2 – Healthy Me	Name simple body parts; what ‘healthy’ means; exercise, sleep and hygiene; hand-washing; what to do if lost; say No to strangers	healthy, exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger, scared, trust
Summer 1 – Relationships	Families and roles; healthy friendships; why fall-outs happen and simple ways to mend them; impact of unkind words; Calm Me for anger	family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, Calm Me, breathing
Summer 2 – Changing Me	Name and function of main body parts; we grow from baby to adult; share worries and feelings; use happy memories to manage change	eye, ear, nose, mouth, arm, leg, chest, knee, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories

Year 1	Key Objectives	Key Vocabulary
Autumn 1 – Being Me in My World	Feeling safe/special; class rights & responsibilities; Learning Charter; choices and consequences	safe, special, calm, belonging, rights, responsibilities, Learning Charter, rewards, proud, consequences, upset, disappointed
Autumn 2 – Celebrating Difference	Similarities/differences; what bullying is and isn’t; who to tell; making friends; uniqueness	similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, special, unique
Spring 1 – Dreams & Goals	Set simple goals; steps to achieve; work well with a partner; tackle new challenges; overcome obstacles; celebrate success	proud, success, achievement, goal, stepping-stones, process, team work, celebrate, stretchy, challenge, feelings, obstacle, overcome, dreams, goals

Spring 2 – Healthy Me	Focus on healthy choices, relaxation, medicines safety, balanced diet	healthy choices, lifestyle, relax, tense, calm, medicines, safe, balanced diet, portion, energy, nutritious
Summer 1 – Relationships	Identify special people, healthy/safe friends, appropriate physical contact, knowing who can help in school	family, friends, special, caring, kind, touch, like, don't like, help, trust
Summer 2 – Changing Me	Notice body changes growing up; feelings about change; class move	baby, child, adult, change, memories, worried, excited, proud

Year 2	Key Objectives	Key Vocabulary
Autumn 1 – Being Me in My World	Hopes and fears; rights/responsibilities in class and school; rewards & consequences; contribute ideas	worries, hopes, fears, belonging, rights, responsibilities, responsible actions, praise, reward, consequence, positive, negative, choices
Autumn 2 – Celebrating Difference	People have similarities/differences; what bullying means; who to tell/help; making friendships; uniqueness	similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, special, unique
Spring 1 – Dreams & Goals	Choose realistic goals; persevere; recognise who they work well with; work in a group; share success	realistic, proud, success, celebrate, achievement, goal, strengths, persevere, challenge, difficult, easy, partner, team work, product
Spring 2 – Healthy Me	Healthy/unhealthy; keeping clean; germs; safe use of household products/medicines; road safety; people who keep us safe	healthy, unhealthy, clean, germs, medicine, dangerous, safe, road safety, trusted adult
Summer 1 – Relationships	Roles and responsibilities in families; cooperation; appreciation; trust; conflict resolution; help-seeking	family, cooperate, roles, appreciation, trust, help, problem-solve
Summer 2 – Changing Me	Life cycles; body awareness; private/public; moving class; feelings about change	life cycle, baby, toddler, adolescent, adult, private, public, change, worry, excited

Year 3	Key Objectives	Key Vocabulary
Autumn 1 – Being Me in My World	Recognise self-worth; face challenges positively; rules/rights/responsibilities; impact of behaviour; collaboration; Learning Charter	welcome, valued, achievements, proud, personal goal, praise, acknowledge, emotions, feelings, rewards, consequences, fairness, choices, co-operate, team work, viewpoint, belong
Autumn 2 – Celebrating Difference	Families differ; conflicts can happen and be resolved; witnesses to bullying; impact of hurtful words; appreciate similarities/differences	family, loving, caring, safe, connected, difference, special, conflict, solutions, resolve, witness,

		bystander, bullying, unkind, hurtful, tell, consequences, compliment, unique, similarity
Spring 1 – Dreams & Goals	Identify dreams/ambitions; break goals into steps; manage obstacles/frustration; use strengths/help; evaluate learning and celebrate	perseverance, challenges, success, obstacles, dreams, goals, ambitions, aspirations, team work, enterprise, design, cooperation, product, strengths, motivated, frustration, solutions, evaluate
Spring 2 – Healthy Me	Keeping safe/healthy choices; risk; peer influence;	healthy choices, exercise, balanced diet, drugs, risk, peer pressure
Summer 1 – Relationships	Valuing friendships; family networks; keeping safe online/offline; seeking help	friendship, trust, respect, online, offline, safe, help
Summer 2 – Changing Me	How bodies change as we grow; personal space; moving class/year; feelings and coping	change, growing, independent, personal space, transition, memories

Year 4	Key Objectives	Key Vocabulary
Autumn 1 – Being Me in My World	Being a class team; roles in school community; democracy & pupil voice; rewards/consequences; group decisions	included, excluded, welcome, valued, team, role, job description, school community, responsibility, rights, democracy, democratic, reward, consequence, decisions, voting, authority
Autumn 2 – Celebrating Difference	Assumptions/judging by appearance; influences; spotting/suspecting bullying; witnesses; problem-solving; celebrating uniqueness	character, assumption, judgement, appearance, accept, influence, opinion, attitude, bullying, witness, problem solve, unique, physical features, impression, changed
Spring 1 – Dreams & Goals	Hopes/dreams; disappointment & resilience; plan new goals; steps to achieve; enjoy group challenge; share success	dream, hope, goal, determination, perseverance, resilience, positive attitude, disappointment, plans, cope, self-belief, motivation, commitment, enterprise, design, cooperation, success, celebrate, evaluate
Spring 2 – Healthy Me	Healthy lifestyles; substances and safety; emergency aid; making informed choices	healthy lifestyle, choices, alcohol and tobacco awareness, emergency, aid, help, risk
Summer 1 – Relationships	Wider relationships; managing conflict; respectful communication; asking for/withholding physical contact	relationship, respect, conflict, resolve, consent, boundary, support
Summer 2 – Changing Me	Body changes in general terms; coping with change	Puberty, change, emotions, support, transition

Year 5	Key Objectives	Key Vocabulary
Autumn 1 – Being Me in My World	Face new challenges; personal goals; rights/responsibilities as citizens; effect of behaviour on groups; democracy & having a voice	school community, rights, responsibilities, Learning Charter, democracy, choices, consequences, collaboration, citizen, views, opinions, UNCRC, challenge, goal, attitude, actions
Autumn 2 – Celebrating Difference	Racism and types of bullying; direct/indirect/cyber; comparing cultures; wealth and happiness	culture, conflict, difference, similarity, race, racism, discrimination, bullying, rumour, cyber-bullying, homophobia, happiness, wealth, poverty, celebration
Spring 1 – Dreams & Goals	Link dreams to money; investigate jobs/careers; identify dream job and steps; compare with other cultures; encourage/support others	dream, hope, goal, money, lifestyle, job, career, salary, contribution, society, determination, perseverance, motivation, aspiration, culture, sponsorship, communication, support, rallying, team work, cooperation
Spring 2 – Healthy Me	Healthy choices and risks; substances; peer pressure; emergency response	choices, risk, pressure, alcohol, tobacco, drugs (medicines), emergency, response
Summer 1 – Relationships	Positive relationships; online behaviour; managing feelings; seeking support	respect, online, privacy, trust, support, empathy
Summer 2 – Changing Me	Puberty changes; body image; self-care; managing change to secondary soon	puberty, hormones, hygiene, body image, emotions, coping, transition

Year 6	Key Objectives	Key Vocabulary
Autumn 1 – Being Me in My World	Set goals/manage worries; global citizenship; choices → rewards/consequences; empathy and role-model behaviour; collaboration; democracy & pupil voice	rights, responsibilities, Learning Charter, democracy, goals, worries, fears, empathy, contribution, recognition, legal, illegal, lawful, laws, motivation
Autumn 2 – Celebrating Difference	Perceptions of ‘normal’; power and exclusion; bullying; difference as conflict/celebration; giving/receiving compliments	normal, perception, power, excluded, included, bullying, disability, unique, empathy, acceptance, difference
Spring 1 – Dreams & Goals	Know learning strengths; set challenging but realistic goals; steps to success; global issues and making a difference; praise & compliments	dream, hope, goal, learning strengths, stretch, achievement, realistic, unrealistic, success criteria, learning steps, global issue, suffering, concern, hardship, sponsorship, empathy,

		motivation, admire, praise, compliment, contribution, recognition
Spring 2 – Healthy Me	Healthy choices and risks; peer influence; emergency aid; keeping safe in secondary	risk, pressure, choices, first aid, help, emergency, community
Summer 1 – Relationships	Healthy relationships including online; consent/respect; seeking help; preparing for secondary	respect, consent, online, support, trust, help, transition
Summer 2 – Changing Me	Puberty and reproduction per policy; body image; coping with change; secondary transition, stereotypes, genders, FGM,	puberty, reproduction, menstruation, body image, self-esteem, transition, memories, FGM, vulva, penis, sperm, egg, ovaries, testicles, sexual intercourse sexual contact.