

CURRICULUM AND WELLBEING

Relationships, Sex and Health Education Policy

Age-appropriate learning for healthy, safe and respectful lives



Relationship and Sex (RSE) and Health Education Policy DRAFT

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1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

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

Our School Values of Friendship, Respect, Positivity, Resilience, Courage and Excellence provide a solid grounding for our RSE aims to be fulfilled. This enables a culture of trust and acceptance through which children can share their views, successes and worries, allowing them to build successful relationships and good self-awareness.

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](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At Great Leighs Primary School we teach RSHE as set out in this policy.

Working with external organisations can enhance the delivery of RSE and Health education, bringing in specialist knowledge and different ways of engaging with young people. In accordance with the [guidance](#) issued by the Department for Education in July 2025, as outlined in section 52, materials will be available for parents to view on request.

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 – the Deputy Headteacher / PSHE lead reviewed the policy in light of the new RSE and Health Education guidance issued by the Government in July 2025 (for introduction in September 2026)
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Pupil consultation – we investigated pupils' views on RSE and Health Education
4. Parent consultation – parents were sent the new and strengthened content from the DfE regarding RSE and Health Education, our new PSHE (personal, social and health education) policy and the elements of the science and computing curriculum relevant to the teaching of the RSE and Health Education for them to read and comment on before revising policy
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

5. Curriculum

Our PSHE curriculum includes the majority of the DfE expectations of relationship and health education (see Appendix 1a and 1b). Zones of Regulation (teaching children self-regulation and self-control of their emotions) is also included in the PSHE curriculum. The PSHE curriculum is set out as per Appendix 2.(EYFS Appendix 2a, KS1 & 2 Appendix 2b)

The remaining aspects of the DfE expectations of relationship and health education are included in the Science and Computing curriculum. Relevant aspects are highlighted in Appendix 3 (The human body and reproduction) and Appendix 4 (keeping children safe on-line).

We have developed the curriculum in consultation with staff, pupils and parents taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner.

Non-statutory 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 statutory teaching regarding the human body, puberty and reproduction (compulsory) and sex education (non-statutory) please see Appendix 2 and Appendix 3.

6. Delivery of RSE

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

Pupils also receive stand-alone sex education sessions delivered by a trained teacher which is not compulsory.

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 our PSHE curriculum (Appendix 2).

For more information about the teaching of the human body, puberty and reproduction see our Science curriculum (Appendix 3)

For more information about the teaching of on-line safety see our Computing curriculum (Appendix 4).

The content of lessons is delivered through a topic context, integrated with children's personal experience and taught with sensitivity. 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).

7. Roles and responsibilities

7.1 The governing body

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE (sex education)

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. Support is available from the PSHE subject leader.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education or the science curriculum teaching about human lifecycles, puberty and reproduction. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the headteacher.

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

9. Training

Training is available should staff consider this appropriate. Staff review the curriculum regularly and are able to share any concerns regarding the teaching of the subject with the PSHE and science curriculum leaders.

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 where appropriate.

9A. September 2026 statutory assurance

This policy has been checked against the revised statutory guidance published in July 2025 and updated on GOV.UK in December 2025 for introduction on 1 September 2026. The school will have regard to that guidance under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Teaching will be objective, age-appropriate, evidence-informed and sensitive to pupils' maturity, SEND, faith, family circumstances and protected characteristics. Where contested or evolving concepts arise, staff will distinguish legal or scientific facts from opinions and will not present a contested belief as settled fact. References to sex will use accurate biological and safeguarding language where relevant, while every pupil is treated with dignity and protected from bullying or discrimination.

Resources and external visitors will be approved in advance by the PSHE lead following checks of content, age suitability, safeguarding, impartiality, accessibility, data protection and commercial interests. Visitors will work under teacher supervision and will not replace the school's responsibility for curriculum delivery. Parents may view curriculum materials on request in accordance with the statutory guidance.

Unexpected questions or disclosures will be handled safely: staff will not promise confidentiality, will use age-appropriate language, and will refer safeguarding concerns immediately to the DSL. There is no right to withdraw from statutory Relationships Education, Health Education or National Curriculum science; withdrawal applies only to non-statutory sex education as set out in section 8.

- The published policy and curriculum overview will remain accessible to parents.
- Significant policy changes will be consulted on before governing-body approval.

- Delivery and pupil experience will be reviewed annually, with the full policy reviewed sooner if law or guidance changes.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE subject leader through: planning scrutinies, learning walks, and pupil perception surveys.

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

This policy will be reviewed by the PSHE subject leader and senior leaders on a three-yearly basis. At every review, the policy will be approved by the governing body.

Appendix 1a: Relationships education: content to be covered by the end of primary

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe**Curriculum content:**

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 1b: Primary health and wellbeing: content to be covered by the end of primary

General wellbeing**Curriculum content:**

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).

10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in

the bedroom. The impact of poor sleep on weight, mood and ability to learn.

4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.

5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.

2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 2a: PSHE curriculum map for EYFS

These outcomes are addressed throughout the year in Foundation Stage, either through specific lessons or through observational learning.

Autumn	Spring	Summer
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EYFS	Communication and Language: -Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions -Start a conversation with an adult or a friend and continue it for many turns Personal, Social and Emotional Development: -Select and use activities and resources, with help when needed -This helps them to achieve a goal they have chosen or one which is suggested to them -Develop their sense of responsibility and membership of a community -Become more outgoing with unfamiliar people, in the safe context of their setting -Show more confidence in new social situations -Play with one or more other children, extending and elaborating play ideas -Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas -Increasingly follow rules, understanding why they are important -Remember rules without needing an adult to remind them -Develop appropriate ways of being assertive -Talk with others to solve conflicts -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' -Understand gradually how others might be feeling -Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly -Make healthy choices about food, drink, activity and tooth brushing. Physical Development: -Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips Understanding the World: -Begin to make sense of their own life-story and family's history -Show interest in different occupations -Continue developing positive attitudes about the differences between people -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Communication and Language: -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen -Develop social phrases Personal, Social and Emotional Development: -See themselves as a valuable individual -Build constructive and respectful relationships. -Express their feelings and consider the feelings of others -Show resilience and perseverance in the face of challenge -Identify and moderate their own feelings socially and emotionally -Think about the perspectives of others -Manage their own needs. - personal hygiene -Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Physical Development: Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes Understanding the World: -Talk about members of their immediate family and community -Name and describe people who are familiar to them -Recognise that people have different beliefs and celebrate special times in different ways ZOR Children explore the four zones and locate different emotions in them. (L1 pg 26)	Communication and Language (Listening, Attention and Understanding): -Hold conversation when engaged in back-and-forth exchanges with their teachers and peers Communication and Language (Speaking): -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher Personal, Social and Emotional Development (Self-Regulation): -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions Personal, Social and Emotional Development (Managing Self): -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Personal, Social and Emotional Development (Building Relationships): - Work and play cooperatively and take turns with others -Form positive attachments to adults and friendships with peers -Show sensitivity to their own and others' needs Physical Development (Gross Motor Skills): -Negotiate space and obstacles safely, with consideration for themselves and others Understanding the World (Past and Present): -Talk about the lives of people around them and their roles in society
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Appendix 2b: PSHE curriculum map for KS1 & KS2

	Autumn	Spring	Summer
Year 1	Kapow Wellbeing Discover that it's good to make mistakes Take notice of feelings and emotions when listening to music. Connect with others by showing empathy. Give through sharing. Move to improve green space. 3D PSHE Take part in a simple debate (C2 U1 L6) Make positive choices (C1 U4 L1) Learn the difference between fair and unfair (C2 U3 L1) Learn about others (C2 U3 L2) Identify the difference between right and wrong (C2 U3 L4) Zones of Regulation Explore the four zones and locate different emotions in them. (L1 pg 26) Practise displaying and recognising different emotions in the four zones.(L2 pg 37)	3D PSHE Learn about what bullying is and how it is wrong (C2 U2 L1) Understand that name calling is hurtful and avoidable (C2 U2 L2) Identify what is and what isn't bullying behaviour (C2 U2 L3) Identify positive and negative behaviour (C2 U2 L4) Learn who can help if someone is affected by bullying (C2 U2 L5) Understand family and friends should care for each other (C2 U3 L3) Learn strategies to cope with unfair teasing (C2 U3 L5) Children explore where fruit and vegetables grow (C1 U1 L1) Know about the importance of a healthy lifestyle and good dental hygiene (C1 U2 L1) Children learn how to take care of their teeth (C1 U2 L2) Compare foods and identify which are good for us (C1 U2 L3) Learn about germs and the spread of diseases (C1 U2 L4) Know the importance and reasons for bathing and showering (C1 U2 L5 and C1 U2 L6) Zones of Regulation Recognise the difference between expected and unexpected behaviours through visual observations. (T4R, pg 48)	3D PSHE Understand a range of emotions and that it is okay to feel them (C2 U3 L6) Understand the importance of family (C2 U4 L5) Learn that all families are different * Identify special people and what makes them special (C2 U4 L6) Learn about responsibilities and their responsibility to others (C3 U1 L6) Understand how their needs change and grow as we develop (C1 U3 L4) Explore physical and emotional changes as they grow (C1 U3 L3) Know how to make positive choices (C1 U5 L1) Explore the differences between surprises and secrets and when to not keep an adult's secret (C1 U5 L4) Identify ways to keep safe and who to go for advice and help (C1 U5 L5) Zones of Regulation Recognise characters in the four zones and link it to their behaviours (L3, pg 54) * Children learn that some families have a mum and a dad, some a single parent, some a carer, some two mums and some two dads, some a grandparent – families may look different but are characterised by love and care (language of single parent, gay/ lesbian used where appropriate)
Year 2	3D PSHE Apply their knowledge of healthy eating to plan a menu (C1 U1 L3) Learn to be responsible for their actions and another living thing (C1 U3 L5) Learn about rules, recognise why we have them,	Wellbeing - Kapow Understand the importance of perseverance Understand different feelings Connect with others through compliments Understand generosity	3D PSHE Learn about the process of growing from young to old and respecting differences between genders (C1 U3 L1) Recognise different body parts and their rights over their own body (C1 U3 L2) and PANTS resources

understand and agree to follow them and link them to expectations (C3 U1 L1) Recognise how rules contribute to the life of the class (C3 U1 L2) Learn to take turns and follow rules in a game (C3 U1 L3) Understand the concept of borrowing (C3 U1 L4) Learn the concept of sharing and their responsibility to consider the needs of others (C3 U1 L5) Recognise how to develop positive relationships and that family and friends should care for each other (C2 U4 L1) Identify the importance of making friends (C2 U4 L2) Learn to respect similarities and differences between people from other countries and cross-cultural friendships (C2 U4 L3) Link the importance of sharing as part of friendship (C2 U4 L4) Zones of Regulation Recognise the difference between expected and unexpected behaviours through visual observations. (T4R, pg 48) - Connect expected and unexpected behaviours to the reactions of those around us. (T4R, pg 50)	Understand the benefits of being in nature 3D PSHE Explore their role in the class community (C3 U2 L1) Understand that they belong to various groups and communities (C3 U2 L2) Begin to develop a sense of belonging in a wider community (C3 U2 L3) Understand the role of the local community (C3 U2 L4) Develop a strong relationship with the local community (C3 U2 L5) Develop an awareness for the green cross code (C1 U5 L2) Know about the importance of medicine safety and that household products can be harmful (C1 U5 L3) Zones of Regulation Recognise characters in the four zones and link it to their behaviours (L3, pg 54)	(NSPCC) Understand the physical and emotional changes as they grow (C1 U1 L2) Learn about how our need change and grow as we develop (C1 U1 L4) Understand how to take responsibility for their actions and be responsible for other living things (C1 U1 L5) Understand a range of emotions and that it is okay to feel them (C1 U1 L6) Learn where money comes from and recognise coins and notes (C3 U3 L1) Explore the role of money in society (C3 U3 L2) Identify why it is important to keep money safe (C3 U3 L3) Learn how to manage money carefully (C3 U3 L4) Understand the importance of choices and spending money wisely (C3 U3 L5) Explore the basics of enterprise (C3 U3 L6) Zones of Regulation Decide which zone they would anticipate experiencing for a scenario. (L4, pg 56)
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Year 3	3D PSHE Understand why different rules are needed and why they may change (C3 U1 L1) Explore the importance of planning ahead to avoid potential consequences as a result of actions (C3 U1 L2) Recognise why it is important to behave responsibly and that actions have consequences (C3 U1 L3) Recognise emotions linked with loss and separation and manage them (C1 U5 L1) Understand what to do when they are lost (C1 U5 L2) Reflect on their spending choices and understand the importance of financial management (C3 U4 L1 and C3 U4 L2) Zones of Regulation Understand that others can have good and uncomfortable thoughts about a child linked to their behaviour (T4R, pg 51) Reflect on how others view their behaviour using social mapping. (L5, pg 62)	Kapow Wellbeing Discover that practice makes perfect Take notice of opportunities to make a positive change Connect with others through shared interests Give appreciation Move using motion detection Zones of Regulation Recognise their own body language and facial expressions when in the four zones. (L6, pg 73) Switched On (Network Rail) Understand safe and unsafe situations (railways) Essex County Fire and Rescue (Class workshop) Understand safe and unsafe situations (fire)	3D PSHE Identify how the rate of growth changes from person to person (C1 U7 L1) Know how to look after their teeth and why we lose them and grow them (C1 U7 L2) Explore what 'First Aid' is and the situation a 999 call is needed (C1 U8 L1) Learn when and how to make an emergency call (C1 U8 L2) Explore the role of a Paramedic (C1 U8 L3) Understand how we are connected by similarities (C2 U4 L1) Understand how family units can differ (C2 U4 L2) Respect a range of cultures and religions and learn about the need of tolerance in some faiths and beliefs (C2 U4 L3) Understand diversity and show respect (C2 U4 L4) Zones of Regulation Arrange emotions into the four zones using the scenarios (L7, pg 82)
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Year 4	3D PSHE Identify the differences between hostile incidents and bullying (C2 U3 L1) Understand what self-esteem is and how to communicate their opinions in a group (C2 U3 L2) Understand what resilience and persistence are and why these are important personal traits (C2 U3 L3)	3D PSHE Explore ways to communicate and understand why communication needs to be clear (C2 U1 L1) Learn the importance of listening to others (C2 U1 L2 and C2 U1 L3) Communicate their opinions in a group (C2 U1 L4) Identify ways to improve the environment by spotting	Kapow Wellbeing Discover how to overcome mental or physical hurdles. Take notice of my thoughts. Connect with others by writing to them. Give through an act of kindness.
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	L3) Recognise bullying behaviours (C2 U3 L4) Know how to be sensitive and respectful when talking about death and bereavement (C1 U5 L3) Understand that family units can differ and sometimes change (C1 U5 L4) Identify features of a good friend and understand why positivity is important in relationships (C2 U5 L1) Learn to listen and communicate their opinions in a group (C2 U5 L2) Identify features of a good friend and understand why positivity is important in relationships (C2 U5 L3) Zones of Regulation Start to recognise how their zones change in a day (L8, pg 86) Recognise triggers that cause them to change zone (L9, pg 92)	and dealing with problems (C2 U2 L3) Understand the importance of being part of a community (C3 U2 L1 and C3 U2 L2) PSHE Association Introduction to physical boundaries and consent (age-appropriate) Recognising and respecting boundaries (personal space and privacy) Zones of Regulation Explore sensory support tools to identify which are more effective for them compared to other tools (L10, pg 108) Experience calming tools and identify their effect on them. (L11, pg 113)	Move to a beat. 3D PSHE Understand the terms ‘discrimination’ and ‘stereotype’ (C3 U3 L1) Zones of Regulation Organise the tools they have learnt into a visual toolbox. (L13, pg 136)
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Year 5	3D PSHE Understand why structure is needed and what ‘anarchy’ is (C3 U1 L1) Know and understand the terms democracy, sovereignty, dictatorship, government and monarchy (C3 U1 L2) Understand the importance and significance of equal rights (C3 U1 L3) Link emotions to death and loss, looking for the beauty and good in death (C1 U4 L1)	3D PSHE Link food groups to a balanced diet and develop an awareness of their own dietary needs (C1 U2 L1) Develop an awareness of different medications (C1 U5 L1) The importance of vaccines (Oak National Academy) Explore alcohol and identify its risks (C1 U5 L2) Explore smoking and vaping and identify risks to health* (C1 U5 L3)	Kapow Wellbeing Discover the benefits of having a growth mindset Take notice of others Connect with others as part of a team Give and receive kindness Move in adapted ways Sex and Relationships Learn about the physical, mental and emotional
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	Understand how death is an inevitable part of life (C1 L4 L2) Show empathy when peers are experiencing conflict at home (C1 U4 L3) Understand the benefits of living in a diverse community and celebrating diversity (C3 U2 L1) Zones of Regulation Begin to identify and compare the size of a problem and the reaction it provokes (L12, pg 122) Recognise when their inner voice is being a critic and a coach (L12, pg 127) Learn about the superhero inside of us who is trying to defeat the Team of Unthinkables (L12, pg 131)	Understand what substance abuse it and how the Frank website can help (C1 U5 L4) Understand the basic synergy between physical, emotional and mental health (C1 U1 L1) Explore communication and the need for confidentiality in certain situations (C2 U1 L1) Learn the importance of listening to others and the role it takes in relationships (C2 U1 L2) Understand the need to speak and listen when communicating with others (C2 U1 L3) Zones of Regulation Organise the tools they have learnt into a visual toolbox (L13, pg 136) Recognise when to use Yellow Zone tools from their toolbox (L14, pg 143) <i>*Vaping is a new addition to the Guidance. From Year 5, children should be taught the facts about vaping and the risk of nicotine addiction.</i>	changes that take place during puberty and learn about sex (L2) Puberty only – Information about sex and how babies are made is covered in the Year 6 curriculum. Zones of Regulation Map their zones across a day and recognise times when it would be useful to ‘Stop’ and use
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Year 6	3D PSHE Recognise their own strengths and strengths of others (C1 U3 L1) Reflect on their own achievements and how other’s achievements are important and worthwhile (C1 U3 L2) Identify their key aspiration for life (C1 U3 L3 and C1 U3 L4) Zones of Regulation Organise the tools they have learnt into a visual toolbox (L13, pg 136)	3D PSHE Learn about budgeting and financial management (C3 U3 L1) Identify financial terms (loan, interest, tax, discount) (C3 U3 L2 and C3 U3 L3) Learn and understand the principles of enterprise, including loss and profit (C3 U4 L1) Understand the principles of charity work (C3 U4 L2) 3D PSHE Understand the importance of making changes to adopt a healthier lifestyle (C1 U1 L3)	Kapow Wellbeing Discover how to set achievable goals. Take notice of what I need. Connect with others within a community. Give an authentic apology. Move to increase focus. 3D PSHE Sex and Relationships Learn about the physical, mental and emotional changes that take place during puberty and learn about sex (L2) <i>Continued from Year 5 lesson – sexual</i>
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Evaluate the effectiveness of their tools in their toolbox. (L16, pg 152) Explore how 'Stop, Opt, and Go' can support them in regulating their emotions before reacting. (L17, pg 156) Celebrate when they or a peer used a tool effectively (L18, pg 161).	Understand the importance of touch in a range of contexts and can tell the difference between appropriate and inappropriate touch (C2 U4 L1) Learn that relationships can change as a result of growing up (C2 U4 L2)	<i>relationships sections included</i> Identify the features of a healthy relationship understand why friendship is important in the establishment of close relationships (L3) Learn that as they grow up they may feel attraction to the opposite sex, or the same sex or both* Understand what an unhealthy relationship is and how to deal with relationship issues (L4) Learn about gender identities and have an awareness of transgender issues (L5) *This includes covering heterosexual relationships and homosexual relationships – also called 'gay' and 'lesbian' and can be abbreviated to LGBT.
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Appendix 3: Science curriculum (The Human Body and Reproduction only)

Year Group	Area of Study – NC objectives	Key Vocabulary
Foundation Stage	How do we look after our bodies, keep clean and eat healthily? What are the basic parts of the human body? Who are my parents?	Chest, human, adult, baby, male, female, parent
Year 1	Animals, including humans: - Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sex.	Head, neck, arms, elbows, hands, legs, knees, feet, chest, bottom, penis, vagina
Year 2	Animals, including humans:	Baby, food, milk, pregnancy, birth, breast feeding, breasts, baby,

	- Notice that animals, including humans, have offspring which grow into adults. - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <i>This includes talking about body parts and life cycles.</i>	toddler, child, teenager, adolescent, adult, offspring, reproduce, reproduction, bottom, penis, vagina
Year 3	Animals, including humans: - Identify that humans and some animals have skeletons and muscles for support, protection and movement. - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	blood, cells, heart, artery, vein, capillary, balanced diet, nutrition, nutrients, carbohydrates, protein, roughage, fibre, sugar, fat, dairy, skeleton, bones, muscles, joints, ribs, heart, skull, brain, backbone, spine, spinal column, vertebrate,
Year 4	Animals, including humans: - Describe the simple functions of the basic parts of the digestive system in humans. - Identify the different types of teeth in humans and their simple functions. - Construct and interpret a variety of food chains, identifying producers, predators and prey.	mouth, oesophagus, stomach, small intestine, large intestine, rectum, anus, digestive system, digestion, saliva, chemicals, enzyme, teeth, canine, incisor, premolar, molar, jaw, dental hygiene, decay, dentist, brushing, producer, consumer, predator, prey, herbivore, omnivore, carnivore
Year 5	Animals, including humans: - Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - Describe the life process of reproduction in some plants and animals. Puberty	birth, reproduction, metamorphosis mammal, reproduction, reproduce, flower, organ, fertilisation, gender, male, female, sex, sexual, asexual, metamorphosis, mate, sperm, pregnant, give birth, gestation, ovary, ovule, (Puberty specific) puberty, genitals, vagina, womb, pubic hair, underarm hair, menstruation, period, eggs, breasts, hips, grow, shape, sweat, hygiene, spots, mood, fallopian tube, nipple, womb, penis, testicles, sperm, facial hair, larynx (Adam's apple), voice breaking, grow, shape, perspiration, foreskin, scrotum, erect penis, flaccid penis, wet dream, ovule, ovaries, cervix, vagina, uterus, womb, endometrium, sanitary towel, tampons, moon cups, oestrogen, progesterone, testosterone, semen,
Year 6	Animals, including humans: - Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. - Describe the ways in which nutrients and water are transported within animals, including humans. - Recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function. - Recognise that living things produce offspring.	aorta, artery, atrium, capillaries, circulatory system, deoxygenated blood, digestive system, heart valves, lubricant, nutrients, oxygenated blood, plasma, platelets, red blood cell, valve, vein, vena cava, ventricle, vessel, waste gases, white blood cells, alcohol, asthma, caffeine, calories, cancer, cheating, cigarettes, clinical trial, doping, drugs, intensity, illegal, legal, medicine, mental benefits, passive smoking, peer pressure, performance enhancing, RDA (recommended daily allowance), rickets, scurvy, smoking, solvents, steroids, tobacco, variation, inheritance, infertile, adaptation, selective breeding, genes, genetics, DNA, extinct

Year 6	Sex Education - not compulsory. <i>The teaching of how the male and female reproductive parts come together with the intention of making a baby through a committed relationship, leading up to and including the birth of the baby.</i>	<i>Building on puberty language above</i> Sexual intercourse, ejaculation, sex organs, semen, fertilized egg, contractions, labour, consent.

Appendix 4: Computing curriculum (E-Safety only)

EYFS & KS1			
Strand	EYFS	Year 1	Year 2
Self-image and Identity	recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	recognise that there may be people online who could make someone feel sad, embarrassed or upset. if something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help	explain how other people may look and act differently online and offline. give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.
Online relationships	recognise some ways in which the internet can be used to communicate. give examples of how I (might) use technology to communicate with people I know.	give examples of when I should ask permission to do something online and explain why this is important. use the internet with adult support to communicate with people I know (e.g. video call apps or services). explain why it is important to be considerate and kind to people online and to respect their choices. explain why things one person finds funny or sad online may not always be seen in the same way by others	give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). explain who I should ask before sharing things about myself or others online. describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.

			identify who can help me if something happens online without my consent. explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.
Online reputation	identify ways that I can put information on the internet.	recognise that information can stay online and could be copied. describe what information I should not put online without asking a trusted adult first.	explain how information put online about someone can last for a long time. describe how anyone's online information could be seen by others. know who to talk to if something has been put online without consent or if it is incorrect.
Online bullying	describe ways that some people can be unkind online. offer examples of how this can make others feel.	describe how to behave online in ways that do not upset others and can give examples.	explain what bullying is, how people may bully others and how bullying can make someone feel. explain why anyone who experiences bullying is not to blame. talk about how anyone experiencing bullying can get help.
Managing online information	talk about how to use the internet as a way of finding information online. identify devices I could use to access information on the internet.	give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	use simple keywords in search engines. demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. explain why some information I find online may not be real or true

Health, wellbeing and lifestyle	identify rules that help keep us safe and healthy in and beyond the home when using technology. give some simple examples of these rules.	explain rules to keep myself safe when using technology both in and beyond the home.	explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment say how those rules / guides can help anyone accessing online technologies.
Privacy and security	identify some simple examples of my personal information (e.g. name, address, birthday, age, location). describe who would be trustworthy to share this information with; I can explain why they are trusted.	explain that passwords are used to protect information, accounts and devices. recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	explain how passwords can be used to protect information, accounts and devices. explain and give examples of what is meant by 'private' and 'keeping things private'. describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).
Copyright and ownership	know that work I create belongs to me. I can name my work so that others know it belongs to me.	explain why work I create using technology belongs to me. say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). understand that work created by others does not belong to me even if I save a copy.	recognise that content on the internet may belong to other people. describe why other people's work belongs to them.

Key Stage 2

Strand	Year 3	Year 4	Year 5	Year 6
Self-image and Identity	explain what is meant by the term 'identity'. explain how people can represent themselves in different ways online.	explain how my online identity can be different to my offline identity. describe positive ways for someone to	explain how identity online can be copied, modified or altered. demonstrate how to make responsible choices about having an online identity,	identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate

	explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why	interact with others online and understand how this will positively impact on how others perceive them explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this	depending on context.	representations online describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. explain the importance of asking until I get the help needed.
Online relationships	describe ways people who have similar likes and interests can get together online. explain what it means to 'know someone' online and why this might be different from knowing someone offline. explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried explain how someone's feelings can be hurt by what is said or written online. explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.	describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs). explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). explain how someone can get help if they are having problems and identify when to tell a trusted adult. demonstrate how to support others (including those who are having difficulties) online	explain how sharing something online may have an impact either positively or negatively. describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.
Online reputation	explain how to search for information about others online. give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing	describe how to find out information about others by searching online explain ways that some of the information about anyone online could have been created, copied or shared by others.	search for information about an individual online and summarise the information found. describe ways that information about anyone online can be used by others to make judgments about an individual	explain the ways in which anyone can develop a positive online reputation. explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity

	anything personal. explain who someone can ask if they are unsure about putting something online.		and why these may be incorrect.	
Online bullying	describe appropriate ways to behave towards other people online and why this is important. give examples of how bullying behaviour could appear online and how someone can get support.	recognise when someone is upset, hurt or angry online. describe ways people can be bullied through a range of media (e.g. image, video, text, chat). explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	recognise online bullying can be different to bullying in the physical world and can describe some of those differences. describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult identify a range of ways to report concerns and access support both in school and at home about online bullying. explain how to block abusive users. describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. explain how someone would report online bullying in different contexts.
Managing online information	demonstrate how to use key phrases in search engines to gather accurate information online. explain what autocomplete is and how to choose the best suggestion. explain how the internet can be used to sell and buy things. explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos,	can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). describe some of the methods used to encourage people to buy things online	explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result. explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. evaluate digital content and can explain	explain how search engines work and how results are selected and ranked. explain how to use search technologies effectively. describe how some online information can be opinion and can offer examples. explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or

	memes, posts, news stories etc. explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	(e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.	how to make choices about what is trustworthy e.g. differentiating between adverts and search results. explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.	perhaps even legal. define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). understand the concept of persuasive design and how it can be used to influence peoples' choices.
Health, wellbeing and lifestyle	explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	explain how using technology can be a distraction from other things, in both a positive and negative way. identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. describe some strategies, tips or advice to promote health and wellbeing with regards to technology. recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.	describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. recognise features of persuasive design and how they are used to keep users engaged (current and future use). assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).
Privacy and security	describe simple strategies for creating and keeping passwords private. give reasons why someone should only share information with people they choose to and can trust. I can explain	describe strategies for keeping personal information private, depending on context. explain that internet use is never fully private and is monitored, e.g. adult	explain what a strong password is and demonstrate how to create one. explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images,	describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). explain what to do if a password is shared, lost or stolen.

	that if they are not sure or feel pressured then they should tell a trusted adult. describe how connected devices can collect and share anyone's information with others.	supervision. describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. know what the digital age of consent is and the impact this has on online services asking for consent.	videos, voice, messages, geolocation) with others. explain what app permissions are and can give some examples.	describe how and why people should keep their software and apps up to date, e.g. auto updates. describe simple ways to increase privacy on apps and services that provide privacy settings. describe ways in which some online content targets people to gain money or information illegally; describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use.
Copyright and ownership	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused and know how this content can be found online.	demonstrate the use of search tools to find and access online content which can be reused by others. demonstrate how to make references to and acknowledge sources I have used from the internet.

Appendix 5: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom