


# TEMPLE SOWERBY CE PRIMARY SCHOOL

## Relationships, Sex and Health Education (RSHE) Policy

**2024/2026**

Approved by <sup>1</sup>	
Name:	Mr K Laithwaite – Headteacher
Signed:	
Date:	April 2024
Review date <sup>2</sup> :	April 2026

# *Living for learning; learning for life.*

## **Our Vision**

*At Temple Sowerby CE Primary School, our vision for the school community is rooted in a deep respect for our human, social, and cultural values, expressed in a caring Christian ethos. We aim to provide high academic standards and a wide range of experiences and opportunities. In doing so, we encourage all children to flourish by giving them the skills they need to become good citizens and to discover life in all its fullness (John 10:10).*

## **RELATIONSHIP, SEX AND HEALTH EDUCATION (RSHE) POLICY**

Name of RSHE Coordinator- Karl Laithwaite

### **1. INTRODUCTION**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and also how to manage their academic, personal and social lives in a positive way. As a result of this, Relationship Education is now compulsory in all primary schools in England as is Health Education.

This policy outlines Temple Sowerby CE Primary School's commitment to provide effective RSHE for all pupils. It has been written with regard to the Department of Education's RSHE guidance 2019, and other relevant guidance documents and statutory requirements. The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in an age-appropriate manner throughout the school.

### **2. WHAT IS RSHE?**

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral and emotional development.

We want to be able to provide children and young people with key building blocks of being physically and mentally healthy, understanding relationships, including online contact and good digital wellbeing.

Pupils will learn about the benefits and importance of having hobbies and interests, daily exercise, good nutrition and sufficient sleep, we also aim to give pupils the language and knowledge to understand the normal range of emotions that everyone experiences.

They will also cover healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, how a baby is made and sexuality. There is often

concern that RSHE will encourage sexual experimentation. However, evidence shows that those who receive effective RSHE at school are more likely to delay first sexual activity.

In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

Through delivery of RSHE we aim to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

### **3. AIMS AND OBJECTIVES**

Our key aim is to safeguard our pupils. Throughout their time at Temple Sowerby School, children will learn key knowledge skills to help them keep safe and embrace the challenges of creating a happy and successful life. To do this we aim to:

- To promote spiritual, moral, cultural, mental and physical development of young people at school, and help prepare them for the opportunities, responsibilities and experiences of adult life;
- To enable young people to make responsible and informed decisions and to equip children with the necessary communication and decision-making skills;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and social media;
- To help and support young people through their physical, emotional and moral development;
- To help young people to develop the skills and understanding they need to live confident, healthy and independent lives;
- To provide accurate information and help young people to develop skills to enable them to understand difference and respect themselves and others;
- To use respectful language which challenges sexism, homophobia and other forms of prejudice;
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example, people of the same gender;
- To develop resilience and positivity when responding to influences that may affect body image;
- To respect and care for their bodies;
- To understand the importance of safe and stable relationships that promote respect, love and care.

### **4. CONTEXT**

We teach RSHE in the context of the school's aims and values. While RSHE in our school means that we give children information about sexual behaviour, we do this with an

awareness of the values which underpin all our work in school. In particular, we teach RSHE in the belief that:

- RSHE is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- is inclusive and as a school we should ensure that it is accessible to all children to promote understanding and respect.
- Personal beliefs and attitudes of teachers will not influence the teaching of RSHE

**5. CONTENT**

Details of the areas that must be covered in both key stages in the national curriculum is shown in *Appendix 1*.

RSHE will be taught in each year group throughout the school. The curriculum that is to be delivered is progressive, building the children’s knowledge, understanding and skills year on year. As children progress through school, they will learn about:

<b>EYFS and KS1</b>	<b>Lower KS2</b>	<b>Upper KS2</b>
<ul style="list-style-type: none"> <li>• Relationships</li> <li>• My Body</li> <li>• Life Cycles</li> <li>• Keeping safe and looking after myself</li> <li>• People who help me</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• My Body</li> <li>• Feelings</li> <li>• Keeping safe and looking after myself</li> <li>• Life cycles</li> <li>• People who help me</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• My body</li> <li>• Feelings and attitudes</li> <li>• Life cycles/human reproduction</li> <li>• Keeping safe and looking after myself</li> <li>• People who help me/getting help and advice</li> </ul>

Further details of what is covered at each stage is shown in *Appendix 2*.

Assemblies will also be periodically used to address the whole school on major health issues, for example awareness of and countering cyber-bullying. There will be cross curriculum learning from many other subjects such as through the PE, computing and science curriculum.

**6. ORGANISATION/DELIVERY**

The identified person with responsibility for co-ordination is Mr Laithwaite. Lessons will be taught by staff and, in some cases, by specialist teachers (Mrs Hodgson, who has delivered Sex Education sessions for the Eden Rural Alliance cluster of schools for a number of years).

- ground rules will be set up in agreement with the pupils to help create and maintain a safe learning environment
- RHSE will be delivered on a rolling programme, following an online scheme and resources produced by Kapow Primary, running through from year 1 and revisited at different levels through the school.
- a variety of teaching methods will be used including: - Circle Time, video, discussion and direct teaching.
- lessons will be taught in class groups where appropriate.
- although sex education is not compulsory in primary schools, we aim to offer a sex education programme which is tailored to the age and the physical and emotional maturity of the pupils. We aim to ensure that both boys and girls are prepared for the changes that adolescence brings, including (drawing on knowledge of the human life cycle set out in the national curriculum for science) understanding how a baby is conceived and born.
- the sex education element of RHSE will be delivered for children in Year 5 and 6 by a specialist teacher. As outlined in section 10, parents have the right to request that their child be withdrawn from some or all of the sex education element.

## **7. INCLUSION OF CHILDREN WITH SEND**

All pupils have an entitlement to a broad and balanced curriculum; RSE will be differentiated to enable all pupils

- to understand the relevance and purpose of learning activities,
- experience levels of understanding, success and achievement
- to gain knowledge and understanding which will promote healthy, safe lifestyles.

## **8. CONFIDENTIALITY**

Teachers/other professionals conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher/health professional will take the matter seriously and deal with it as a matter of child protection by referring it to the Designated Safeguarding Officer.

## **9. EQUAL OPPORTUNITIES**

The RSHE programme will be delivered in accordance with the school's Equality Policy.

Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. In KS2, pupils will be taught that the term 'relationship' may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur.

## **10. RIGHT TO BE EXCUSED FROM SEX EDUCATION**

We believe that RSHE should be a partnership with parents and carers. Parents will be consulted and informed about RSHE and will be informed when RSHE will take place in different year groups.

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSHE. However, Relationship Education and Health Education is compulsory for all pupils receiving primary education **therefore there is no right to withdraw from Relationship or Health Education.**

The headteacher will automatically grant a request to withdraw a pupil from any sex education delivered in primary school, other than what has to be covered as part of the science curriculum. However, the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will also discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

## **11. MONITORING AND EVALUATION**

- Monitoring of the RSHE Policy is the responsibility of the head teacher/RSHE leader and responsible governor.
- The school will assess the effectiveness of the aims, content and methods in promoting pupils learning by lesson observation, sampling teachers planning and feedback from parents.
- The effectiveness of the RSHE programme will be evaluated by assessing children's learning and implementing change if required.

## **12. TRAINING**

Regular opportunities for staff update/review exist through:

- RSHE leader
- Observations
- Cumbria Healthy Schools
- Local Inset Network
- Online courses

## **REVIEW**

This policy was reviewed in Spring 2020 and is due for a further review in Spring 2022

## Appendix 1 – Content Covered

### Relationships Education (Primary)

By the end of primary school:

<p><b>Families and people who care for me</b></p>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<p><b>Caring friendships</b></p>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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</li> </ul>
<p><b>Respectful relationships</b></p>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<p><b>Online relationships</b></p>	<p><b>Pupils should know:</b></p>

	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online</li> </ul>
<b>Being safe</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

## Health Education (Primary)

By the end of primary school:

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> </ul>
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	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>

<b>Changing adolescent body</b>	Pupils should know: <ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>

# Appendix 2 – Progression in RHSE

A full breakdown of the Kapow Scheme of Work is shown below:

Kapow Primary		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and friendships	Family	<ul style="list-style-type: none"> <li>Understanding that families can include a range of people and how different members of a family are related to each other</li> </ul>	<ul style="list-style-type: none"> <li>Learning that families can be made up of different people</li> <li>Understanding that families offer care, love and support</li> </ul>	<ul style="list-style-type: none"> <li>Learning that problems can occur in families and that their is help available if needed</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that families are varied, in the UK and across the world and having respect for these differences</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that we all have different positive attributes and we should be proud of these</li> <li>Learning what marriage is and that it is a choice that people make</li> <li>Learning that sometimes families can make children feel unhappy or unsafe and that there is help available</li> </ul>	
Health and wellbeing							
Safety and the changing body	Friendships	<ul style="list-style-type: none"> <li>To begin to understand the characteristics of positive friendships</li> <li>Learning that friendships can have problems but that these can be overcome</li> <li>Exploring friendly behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Understanding difficulties in friendships and action that can be taken</li> </ul>	<ul style="list-style-type: none"> <li>Exploring ways to resolve friendship problems</li> <li>Developing an understanding of the impact of bullying and what to do if bullying occurs</li> </ul>	<ul style="list-style-type: none"> <li>Exploring physical and emotional boundaries in friendships</li> <li>Exploring different roles related to bullying including victim, bully and bystander</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that friendships will encounter issues but that this may strengthen them</li> <li>Understanding the impact of bullying and what might influence the behaviour of a bully</li> </ul>	<ul style="list-style-type: none"> <li>Learning that friendships can experience conflict, and ways in which to resolve conflict, through negotiation and compromise</li> </ul>
	Respectful relationships	<ul style="list-style-type: none"> <li>Learning to recognise how other people show their feelings and how to care for others</li> <li>Exploring the ability to successfully work with different people</li> <li>Understanding ways to help others</li> </ul>	<ul style="list-style-type: none"> <li>Learning how other people show their feelings and how to respond to them</li> <li>Exploring the conventions of manners in different situations</li> <li>Developing an understanding of self respect</li> </ul>	<ul style="list-style-type: none"> <li>Understanding what trust is and identifying who I can trust</li> <li>Learning about the effects of non verbal communication</li> <li>Developing listening skills</li> <li>Exploring stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>Understanding expected courtesy and manners in a range of scenarios</li> <li>Understanding how my actions and behaviour affects others</li> <li>Understanding stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>Learning how stereotypes can be unfair, negative and destructive</li> </ul>	<ul style="list-style-type: none"> <li>Learning what respect is and that it is part of a relationship</li> <li>Understanding that everyone deserves to be respected but that respect can be lost</li> <li>Understanding stereotyping and bullying linked to it</li> </ul>
	Change and loss		<ul style="list-style-type: none"> <li>Exploring how loss and change can affect us</li> </ul>			<ul style="list-style-type: none"> <li>Learning what bereavement is and how to help someone who has experienced bereavement</li> </ul>	

Kapow Primary		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and friendships	Health and prevention	<ul style="list-style-type: none"> <li>Understanding the importance of hand hygiene</li> <li>Understanding the risks of sun exposure and how to stay safe in the sun</li> <li>Developing an understanding of allergies and what to do if someone has an allergic reaction</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of how to look after my teeth</li> </ul>		<ul style="list-style-type: none"> <li>Developing independence in looking after my teeth</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the risks of exposure to the sun and developing independence for protecting myself in the sun</li> </ul>	<ul style="list-style-type: none"> <li>Understanding ways of preventing illness and the benefits of immunisation</li> <li>Developing an understanding of possible signs of illness and some actions I can take</li> </ul>
Health and wellbeing	Physical health and wellbeing	<ul style="list-style-type: none"> <li>Exploring health related jobs and people who help to keep us healthy</li> <li>Understanding the importance of sleep and positive sleep habits</li> <li>Exploring two different methods of relaxation: progressive muscle relaxation and laughter</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the importance of exercise and its effect on the body</li> <li>Understanding when relaxation techniques can be useful and learning breathing exercises to aid relaxation</li> </ul>	<ul style="list-style-type: none"> <li>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest</li> <li>Understanding what a balanced diet is and the effects upon mental and physical health</li> </ul>	<ul style="list-style-type: none"> <li>Identifying what makes me feel calm and relaxed and learning visualization as a tool to aid relaxation</li> <li>Understanding the skills needed for different jobs and exploring how my skills can be used to undertake certain jobs and roles</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the benefits of sleep and developing greater responsibility for ensuring good quality sleep</li> <li>Understanding the relationship between stress and relaxation and exploring yoga as a technique for relaxation</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that I have a responsibility to look after my overall health, including, diet, oral hygiene, physical activity, rest and relaxation</li> <li>Understanding the factors which contribute to my physical and mental health</li> <li>Identifying a range of relaxation strategies and situations in which they would be useful</li> </ul>
Safety and the changing body	Mental wellbeing	<ul style="list-style-type: none"> <li>Understanding my strengths and qualities</li> <li>Understanding and describing feelings and emotions</li> <li>Identifying personal goals and how to work towards them</li> <li>Exploring the need for perseverance and developing a growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>Recognising an increasing range of feelings and some strategies for managing different emotions</li> <li>Developing empathy</li> <li>Identifying personal goals and how to work towards them</li> <li>Understanding the need for perseverance and developing a growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>Exploring my identity through the groups I belong to</li> <li>Identifying my strengths and exploring how I use them to help others</li> <li>Understanding how to overcome problems by breaking them onto smaller, achievable steps</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that it is normal to experience a range of emotions</li> <li>Developing the ability to appreciate the emotions of others in different situations</li> <li>Learning to take responsibility for my emotions and that I can control some things but not others</li> <li>Developing an understanding of mental health including experiencing problems</li> <li>Developing a growth mindset, acknowledging that mistakes are useful to learning</li> </ul>	<ul style="list-style-type: none"> <li>Understanding what can cause stress and how to deal with it</li> <li>Exploring ways to achieve a goal, setting short-term, medium-term and long-term targets</li> <li>Developing the ability to take responsibility for and manage my feelings</li> <li>Identifying how failure can make me feel, learning to manage those feelings and that failure is an important part of success</li> </ul>	<ul style="list-style-type: none"> <li>Exploring my personal qualities and how to build on them</li> <li>Learning the importance of resilience and developing strategies for being resilient in challenging situations</li> <li>Identifying long-term goals and developing a plan as to how to achieve them</li> </ul>

Kapow Primary		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and friendships	Being safe (including online)	<ul style="list-style-type: none"> <li>Understanding how to respond appropriately to adults in a range of settings</li> <li>Understanding what to do if I get lost</li> <li>Exploring potential hazards in the home and how to avoid these</li> <li>Understanding the roles people have within the local community to help keep me safe</li> <li>Developing an understanding of appropriate physical contact</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of being safe near roads and learning how to cross roads safely</li> <li>Understanding the safe use of medicines</li> <li>Beginning to understand the importance of staying safe online</li> <li>Understanding the difference between secrets and surprises</li> <li>Understanding the concept of privacy and naming the private parts of my body</li> </ul>	<ul style="list-style-type: none"> <li>Understanding ways to keep safe when crossing and near roads</li> <li>Developing skills as a responsible digital citizen</li> <li>Recognising and responding to cyberbullying</li> <li>Beginning to recognise unsafe digital content</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of being safe online</li> <li>Understanding how to seek help if I need to</li> <li>Exploring the difference between private and public others</li> <li>Understanding that age restrictions are designed to protect me</li> <li>Learning about the benefits and risks of sharing information online</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of how to ensure relationships online are safe</li> <li>Recognising an increasing number of online risks and ways to stay safe online</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding about the reliability of online information</li> <li>Exploring online relationships including dealing with problems</li> <li>Understanding that online relationships should be treated in the same way as face to face relationships</li> <li>Knowing where to get help with any online problems</li> </ul>
Health and wellbeing							
Safety and the changing body	Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>Exploring what is and isn't safe to put in or on my body</li> </ul>	<ul style="list-style-type: none"> <li>Learning how to be safe around medicines</li> </ul>	<ul style="list-style-type: none"> <li>Exploring that people and things can influence me and I need to make the right decision for me</li> <li>Exploring choices and decisions that I can make</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the risks associated with tobacco</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the influence others can have on me</li> <li>Learning strategies I can use to overcome pressure from others</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the risks associated with alcohol</li> </ul>
	The changing adolescent body		<ul style="list-style-type: none"> <li>Knowing the names of parts of my body</li> </ul>		<ul style="list-style-type: none"> <li>Developing an understanding of physical and emotional changes as I grow up</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the physical changes from childhood to adulthood</li> <li>Developing an understanding of the main aspects of puberty, including menstruation</li> <li>Learning about the emotional changes during puberty</li> </ul>	<ul style="list-style-type: none"> <li>Knowing the changes experienced during puberty</li> <li>Understanding how a baby is conceived and develops</li> </ul>
	Basic first aid	<ul style="list-style-type: none"> <li>Understanding what classes as an emergency and how to make a call to the emergency services</li> </ul>		<ul style="list-style-type: none"> <li>Knowing how to call the emergency services</li> <li>Knowing how to respond to bites and stings</li> </ul>	<ul style="list-style-type: none"> <li>Knowing how to help someone with asthma</li> </ul>	<ul style="list-style-type: none"> <li>Knowing how to help someone who is bleeding</li> </ul>	<ul style="list-style-type: none"> <li>Knowing how to help someone who is choking</li> <li>Knowing how to help someone who is unresponsive</li> </ul>

## **Appendix 3 – Guidance for Parents**

Further information for parents can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)