



Inspire Partnership Academy Trust

Relationship and Sex Education Policy

Version: May 2021

**DATE APPROVED BY TRUSTEES:**

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## 1 INTRODUCTION AND AIMS

This policy covers the teaching of Relationships and Sex Education in our school. It also covers Health education.

### 1.1 DEFINITIONS

#### 1.1.1 Relationship Education

- We define Relationships Education as teaching pupils about positive relationships, with a focus on friendships, family relationships, relationships with other children and with adults.

#### 1.1.2 Sex Education

- Sex Education teaches pupils basic scientific facts about how humans and other animals grow and reproduce. Sex Education teaches boys and girls about puberty and the changes that adolescence brings. This is only taught in Years 5 and 6.

### 1.2 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

## 2 POLICY REQUIREMENTS AND DEVELOPMENT

### 2.1 STATUTORY REQUIREMENTS

- As a primary academy from September 2020, we must provide Relationships and Health Education to all pupils as per section 34 of the Children and Social work act 2017. We also need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership<sup>11</sup>, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

## 2.2 POLICY DEVELOPMENT

- This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:
  - Review – a working group have worked collaboratively on all relevant information including relevant national and local guidance
  - Staff consultation – identified staff in each school were given the opportunity to look at the policy and make recommendations
  - Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
  - Ratification – once amendments were made, the policy was shared with Trustees and ratified

## 3 DELIVERY AND RESPONSIBILITIES

### 3.1 CURRICULUM

- Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.
  - We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and do not seek answers online.
- 3.1.1 The non-compulsory elements of sex education for primary schools will be taught to pupils in years 5 and 6 only. The non-compulsory elements are defined below.
- 3.1.2 The non-compulsory elements of sex education for primary schools will be taught to pupils in years 5 and 6 only. The non-compulsory elements are defined below.
- 3.1.3 Primary sex education will focus on:
- Preparing boys and girls for the changes that adolescence brings
  - How a baby is conceived and born
  - More information about the curriculum can be found on the curriculum map in Appendix 1.

### 3.2 DELIVERY OF RSE

- 3.2.1 RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- 3.2.2 Pupils in Year 6 will receive stand-alone sex education sessions about how babies are conceived and born which will be delivered by their class teacher.
- 3.2.3 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

3.2.4 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of pupils 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 pupils may have a different structure of support around them (for example: looked after children or young carers).

### 3.3 ROLES AND RESPONSIBILITIES

#### 3.3.1 Trustees

- The CEO will approve the RSE policy, and hold Trust/School Education Leaders to account for its implementation.

#### 3.3.2 The Head teacher

- The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (please see below).

#### 3.3.3 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-science components of RSE
- 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 head teacher.
- The RSE Leads and SLT are responsible for the monitoring and the delivery of RSE within the school.

#### 3.3.4 Pupils

- Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Before doing any activity with RSE outcomes, pupils and staff will set and agree ground rules. These ground rules should aim to ensure that all the pupils are able to access their basic human rights
- Our Ground Rules are:
  - To be able to learn;
  - To feel and be safe
  - To feel and be respected.

### 3.4 PARENTS' RIGHT TO WITHDRAW

- 3.4.1 Parents/carers do not have the right to withdraw their children from Relationships education as this is compulsory.
- 3.4.2 Parents/carers do have the right to withdraw their child from the non-statutory components of sex education within the curriculum which are taught in Year 6. Alternative work will be given to pupils who are withdrawn from the non-statutory components of sex education.
- 3.4.3 Parents/carers who have concerns around the sex education that is being delivered are invited to contact the Headteacher to discuss the matter. This will allow them to talk through their concerns and to ask any questions they may have. It will also allow the Headteacher to explain the curriculum and the benefits that their child will gain from taking part in the lessons.
- 3.4.4 Further information from the Department of Education can be found here:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907638/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf)

### 3.5 TRAINING

- 3.5.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
- 3.5.2 The Headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE when necessary.

### 3.6 MONITORING ARRANGEMENTS

- 3.6.1 The delivery of RSE is monitored by the RSE subject Lead –Natalie Cook through monitoring arrangements, such as evaluating planning, learning walks and discussions with pupils.
- 3.6.2 Pupil's development in RSE is monitored by class teachers as part of our internal Assessment systems.
- 3.6.3 This policy will be reviewed by PSHE/RSE leads annually. At every review, the policy will be approved the Board of Trustees.

## 4 APPENDICES

### 4.1 APPENDIX 1 – CURRICULUM MAP



## PSHE & RSE Progression Map

RSE & PSHE – Reception Autumn Term			
Context	Development Matters Link	Skills and Knowledge	Vocabulary

Relationships	<p>PSED: MR 30-50</p> <p>PSED: MF&amp;B 30-50</p> <p>UTW: 30-50</p>	<ul style="list-style-type: none"> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> <li>• Shows confidence in asking adults for help.</li> <li>• Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>• Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<p>Friends, help, like, dislike, ask, play, game, kind, helpful, resilience, family, feelings, emotions.</p>
Basic Hygiene	PD: H&SC 30-50	<ul style="list-style-type: none"> <li>• Can usually manage washing and drying hands</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> </ul>	<p>Clean, germs, wash, toilet, dry, spread, ill, help, independent,</p>

Reception Spring Term			
Context	Development Matters Link	Skills and Knowledge	Vocabulary
Relationships	<p>PSED: MR40-60</p> <p>PSED: SC</p>	<ul style="list-style-type: none"> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> </ul>	<p>Friends, help, like, dislike, ask, play, game, kind, helpful, resilience, family, feelings, emotions.</p>



	PSED: MF&B 40-60  UTW: 40-60	<ul style="list-style-type: none"> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</li> <li>Enjoys joining in with family customs and routines</li> </ul>	
Health and Wellbeing	PD: H&SC 40-60	<ul style="list-style-type: none"> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</li> </ul>	Clean, healthy, choices, risks, food, sleep, eat, diet

Reception Summer Term			
Context	Development Matters Link	Skills and Knowledge	Vocabulary
Relationships	PSED: MR ELG  PSED: MF&B ELG  UTW: People	<ul style="list-style-type: none"> <li>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> <li>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> <li>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	Friends, help, like, dislike, ask, play, game, kind, helpful, resilience, family, feelings, emotions.
Basic Hygiene	PD: H&SC ELG	<ul style="list-style-type: none"> <li>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>	Clean, healthy, choices, risks, food, sleep, eat, diet Clean, germs, wash, toilet, dry, spread, ill, help, independent,

RSE & PSHE – Year 1 Autumn Term		
Context	Skills and Knowledge	Vocabulary

Relationships	<p>Safe Relationships</p> <ul style="list-style-type: none"> <li>• Explore situations when someone’s body or feelings might be hurt and whom to go to for help</li> <li>• Understand what it means to keep something private, including parts of the body that are private</li> <li>• Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• Explain how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• Know when it is important to ask for permission to touch others how to ask for and give/not give permission</li> </ul>	feelings, private, emotions, change, touch, love, uncomfortable, comfortable, unsafe, safe, permission
Living in the Wider World	<p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> <li>• Explain how and why people use the internet</li> <li>• Describe the benefits of using the internet and digital devices how people find things out and communicate safely with others online</li> </ul>	internet, communication, safety, unsafe, aware, respect, privacy
	<p>Money and Work</p> <ul style="list-style-type: none"> <li>• Know that everyone has different strengths, in and out of school</li> <li>• Explore how different strengths and interests are needed to do different jobs</li> <li>• Know about people whose job it is to help us in the community</li> <li>• Explore different jobs and the work people do</li> </ul>	individuality, interests, strengths, help, community, differences, similarities

Year 1 Spring Term		
Context	Skills and Knowledge	Vocabulary
Relationships	<p>Families and Friendship</p> <ul style="list-style-type: none"> <li>• Identify people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• Discuss the role these different people play in children’s lives and how they care for them</li> <li>• Explore what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• Understand the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul> <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> <li>• Identify what kind and unkind behaviour mean in and out school</li> <li>• Explore how kind and unkind behaviour can make people feel</li> </ul>	family, care, relationships, feelings, marriage, support, roles, emotions, respect, kind, unkind, rules, responsibility

	<ul style="list-style-type: none"> <li>• Understand what respect means</li> <li>• Learn about class rules, being polite to others, sharing and taking turns</li> </ul>	
Living in the Wider World	<p>Belonging to a community</p> <ul style="list-style-type: none"> <li>• Identify examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• Describe that different people have different needs</li> <li>• Explore how we care for people, animals and other living things in different ways</li> <li>• Understand how they can look after the environment, e.g. recycling</li> </ul>	rules, community, needs, environment, animals, humans.

Year 1 Summer Term		
Context	Skills and Knowledge	Vocabulary
Body Parts	<p>Health and Wellbeing: Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> <li>• Explain what it means to be healthy and why it is important</li> <li>• Identify ways to take care of themselves on a daily basis</li> <li>• Know about basic hygiene routines, e.g. hand washing</li> <li>• Know about healthy and unhealthy foods, including sugar intake</li> <li>• Explore physical activity and how it keeps people healthy</li> <li>• Explore different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• Identify people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• Understand how to keep safe in the sun</li> </ul> <p>Health and Wellbeing: Growing and Changing</p> <ul style="list-style-type: none"> <li>• Recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• Understand how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• Identify how they are the same and different to others</li> <li>• Explore different kinds of feelings</li> <li>• Understand how to recognise feelings in themselves and others how feelings can affect how people behave</li> </ul> <p>Health and Wellbeing: Keeping Safe</p> <ul style="list-style-type: none"> <li>• Discuss how rules can help to keep us safe</li> <li>• Explain why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> </ul>	<p>healthy, unhealthy, self-care, exercise, hygiene, physical, people who can help, safe, unsafe.</p> <p>special, unique, individual, likes, dislikes, same, different, feelings, actions.</p> <p>safe, unsafe, restricted, online, feelings,</p>

	<ul style="list-style-type: none"><li>• Understand basic rules for keeping safe online whom to tell if they see something online that makes them feel unhappy, worried, or scared</li></ul>	
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RSE & PSHE – Year 2 Autumn Term		
Context	Skills and Knowledge	Vocabulary

<p>Belonging, Life Cycles, Basic Hygiene, Physical Differences, Body Parts (Cross-Curricular with ence)</p>	<p>Relationships: Families and Friendship</p> <ul style="list-style-type: none"> <li>• Identify how to be a good friend, e.g. kindness, listening, honesty</li> <li>• Understand different ways that people meet and make friends</li> <li>• Discuss strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• Understand what causes arguments between friends</li> <li>• Explain how to positively resolve arguments between friends</li> <li>• Identify how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone</li> </ul> <p>Relationships: Safe Relationships</p> <ul style="list-style-type: none"> <li>• Understand how to recognise hurtful behaviour, including online</li> <li>• Understand what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• Identify what bullying is and different types of bullying</li> <li>• Explain how someone may feel if they are being bullied</li> <li>• Identify the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• Recognise how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• Identify how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul> <p>Relationships: Respecting ourselves and others</p> <ul style="list-style-type: none"> <li>• Identify the things they have in common with their friends, classmate, and other people</li> <li>• Understand how friends can have both similarities and differences</li> <li>• Explore how to play and work co-operatively in different groups and situations</li> <li>• Know how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	<p>friendships, relationships, socialising, agree, disagree, resolve, feelings, help Online, harmful, hurtful, online, bullying, surprises, secrets, comfortable, uncomfortable, privacy common, similarities, differences, cooperation, respect.</p>
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Year 2 Spring Term		
Context	Skills and Knowledge	Vocabulary
Living in the Wider World	<p>Belonging in the community</p> <ul style="list-style-type: none"> <li>• Recognise being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>• Describe different rights and responsibilities that they have in school and the wider community</li> </ul>	<p>teams, collaboration, faith, community, inclusion,</p>

	<ul style="list-style-type: none"> <li>• Explain how a community can help people from different groups to feel included</li> <li>• Recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>	
Health and Wellbeing	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>• Explain the human life cycle and how people grow from young to old</li> <li>• Discuss how our needs and bodies change as we grow up</li> <li>• Identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• Discuss change as people grow up, including new opportunities and responsibilities</li> <li>• Preparing to move to a new class and setting goals for next year</li> </ul> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>• Learn how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• Identify how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• Identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• Explain how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• Identify things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel how to respond if there is an accident and someone is hurt</li> <li>• Identify whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>	<p>life cycle, age, young, old, aging, bodies, body parts, genitalia, penis, vagina, vulva, testicles, nipples, birth, opportunities, responsibilities transitions, goals, hopes and dreams.</p> <p>life-long skills, familiar, unfamiliar, safe, unsafe, environment, emergency, accidents</p>

Year 2 Summer Term		
Context	Skills and Knowledge	Vocabulary
	<p>Living in the Wider World: Media literacy and Digital</p> <ul style="list-style-type: none"> <li>• Identify the ways in which people can access the internet e.g. phones, tablets, computers</li> <li>• Recognise the purpose and value of the internet in everyday life</li> <li>• Recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true</li> </ul>	<p>digital, information, entertainment, factual, real, false' fake news money, coins, notes, cards, contactless, salary,</p>

	<p>Living in the Wider World: Money and Work</p> <ul style="list-style-type: none"> <li>• Identify what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after</li> <li>• Learn about getting, keeping and spending money; that people are paid money for the job they do</li> <li>• Know how to recognise the difference between needs and wants</li> <li>• Understand how people make choices about spending money, including thinking about needs and wants</li> </ul> <p>Health and Wellbeing: Physical Health and Mental wellbeing</p> <ul style="list-style-type: none"> <li>• Identify routines and habits for maintaining good physical and mental health</li> <li>• Explain why sleep and rest are important for growing and keeping healthy</li> <li>• Recognise that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• Recognise the importance of and routines for brushing teeth and visiting the dentist.</li> <li>• Identify ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• Explore how to manage big feelings including those associated with change, loss and bereavement</li> <li>• Describe when and how to ask for help, and how to help others, with their feelings</li> </ul>	<p>payment, needs, wants, spending physical, mental, habits, self-care, reflection, mindfulness, feelings,</p>
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RSE & PSHE – Year 3 Autumn Term		
Context	Skills and Knowledge	Vocabulary
Relationships	<p>Families and Friendships</p> <ul style="list-style-type: none"> <li>• Recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>• Understand that being part of a family provides support, stability and love</li> <li>• Describe positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>• Explore the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>• Identify if/when something in a family might make someone upset or worried</li> </ul>	<p>single same-sex blended adoptive foster similar stability safe unsafe</p>



	<ul style="list-style-type: none"> <li>Discuss what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	support encouragement
Living in the Wider World	<p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> <li>Explain how the internet can be used positively for leisure, for school and for work</li> <li>Recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>Develop strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>Make safe, reliable choices from search results</li> <li>Understand how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul> <p>Money and Work</p> <ul style="list-style-type: none"> <li>Learn about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>Understand that people can have more than one job at once or over their lifetime</li> <li>Recognise their interests, skills and achievements and how these might link to future jobs</li> <li>Set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	leisure work altered accurate photoshop age-appropriate search engine report content communication interests, goals, hobbies, career, part-time, full-time, self-employed, sectors, business, charity, creative arts, education, engineering, environment, healthcare, information, law, law enforcement, marketing, media, construction, retail, science, social care, transport

Year 3 Spring Term		
Context	Skills and Knowledge	Vocabulary
Relationships	Safe Relationships <ul style="list-style-type: none"> <li>Identify what is appropriate to share with friends, classmates, family and wider social groups including online</li> </ul>	trust appropriate social groups

	<ul style="list-style-type: none"> <li>• Explore what privacy and personal boundaries are, including online</li> <li>• Develop basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• Understand that bullying and hurtful behaviour is unacceptable in any situation</li> <li>• Identify the effects and consequences of bullying for the people involved</li> <li>• Learn about bullying online, and the similarities and differences to face-to-face bullying</li> <li>• Explain what to do and whom to tell if they see or experience bullying or hurtful behaviour</li> </ul> <p>Respecting Others and Ourselves</p> <ul style="list-style-type: none"> <li>• Recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>• Learn how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>• Identify the importance of self-respect and their right to be treated respectfully by others</li> <li>• Explore what it means to treat others, and be treated, politely</li> <li>• Explore the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<p>personal boundaries passwords logins adult supervision secure bullying anti-bullying consequences online responsible model self-respect polite courtesy social norms considerate manners society</p>
Living in the Wider World	<p>Belonging to a Community</p> <ul style="list-style-type: none"> <li>• Identify the reasons for rules and laws in wider society</li> <li>• Explain importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• Understand what human rights are and how they protect people</li> <li>• Identify basic examples of human rights including the rights of children</li> <li>• Recognise how they have rights and also responsibilities</li> <li>• Explain that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	<p>laws rights human rights charter equality Human Rights Cct Rights of the Child responsibilities basic abiding</p>

Context	Skills and Knowledge	Vocabulary
Health and Wellbeing	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> <li>• Understand the choices that people make in daily life that could affect their health</li> <li>• Identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them habits and that sometimes they can be maintained, changed or stopped</li> <li>• Explore the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• Explain what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• Understand that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• Identify the things that affect feelings both positively and negatively and strategies to identify and talk about their feelings</li> <li>• Identify some of the different ways people express feelings e.g. words, actions, body language, and how to recognise how feelings can change overtime and become more or less powerful</li> </ul> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>• Recognise that everyone is an individual and has unique and valuable contributions to make to</li> <li>• Recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• Recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>• Develop basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>• Learn how to identify typical hazards at home and in school</li> <li>• Explore how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• Discuss fire safety at home including the need for smoke alarms</li> <li>• Explain the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>	<p>habits positive negative sugar sugar-free balanced diet body language actions valuable strengths interests identity challenges setbacks strategies manage stress stressors hazards risks predict assess manage fire safety fire alarm smoke alarm carbon monoxide road-, rail-, water-, firework- safety</p>

RSE & PSHE – Year 4 Autumn Term		
Context	Skills and Knowledge	Vocabulary
Relationships	<p>Safe Relationships</p> <ul style="list-style-type: none"> <li>• Differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• Explain how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• Recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• Recognise how to manage pressures associated with dares</li> <li>• Discuss when it is right to keep or break a confidence or share a secret</li> <li>• Learn how to recognise risks online such as harmful content or contact</li> <li>• Explain how people may behave differently online including pretending to be someone they are not</li> <li>• Identify how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online</li> </ul> <p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> <li>• Recognise differences between people such as gender, race, faith</li> <li>• Recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• Explore the importance of respecting the differences and similarities between people</li> <li>• Gain vocabulary to sensitively discuss difference and include everyone</li> </ul>	teasing witness dares peer pressure secret pretending content behaviour gender race faith religion diversity identity culture language disability values aspirations
Living in the Wider World	<p>Belonging to a Community</p> <ul style="list-style-type: none"> <li>• Understand the meaning and benefits of living in a community</li> <li>• Recognise that they belong to different communities as well as the school community</li> <li>• Explore the different groups that make up and contribute to a community about the individuals and groups that help the local community, including through volunteering and work</li> <li>• Know how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	benefits individuals contribute give back volunteering work careers compassion

Year 4 Spring Term		
Context	Skills and Knowledge	Vocabulary
Relationships	<p>Families and Friendships</p> <ul style="list-style-type: none"> <li>• Know the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• Develop strategies to build positive friendships</li> <li>• Understand how they can seek support with relationships if they feel lonely or excluded</li> <li>• Explain how to communicate respectfully with friends when using digital devices</li> <li>• Knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• Describe what to do or whom to tell if they are worried about any contact online</li> </ul>	<p>mutual respect lonely excluded digital communication worries anxiety mobile WhatsApp text messaging strategies</p>
Living in the Wider World	<p>Media Literacy and Digital Resilience</p> <ul style="list-style-type: none"> <li>• Understand that everything shared online has a digital footprint</li> <li>• Recognise that organisations can use personal information to encourage people to buy things</li> <li>• Recognise what online adverts look like</li> <li>• Compare content shared for factual purposes and for advertising</li> <li>• Explore why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• Understand that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul> <p>Money and Work</p> <ul style="list-style-type: none"> <li>• Explain how people make different spending decisions based on their budget, values and needs</li> <li>• Understand how to keep track of money and why it is important to know how much is being spent</li> <li>• Identify different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• Understand how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	<p>digital footprint the cloud personal advertising factual popularity search engine social media online shopping budget salary wage spreadsheet cash credit card debit card</p>

		e-payment positive spending negative spending
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Year 4 Summer Term		
Context	Skills and Knowledge	Vocabulary
Health and Wellbeing	<p>Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> <li>Identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>Explain what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>Understand how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>Identify the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>Identify external genitalia and reproductive organs</li> <li>Explore the physical and emotional changes during puberty</li> <li>Identify key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>Develop strategies to manage the changes during puberty including menstruation</li> <li>Identify the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>Understand how to discuss the challenges of puberty with a trusted adult</li> <li>Understand how to get information, help and advice about puberty</li> </ul> <p>Keeping Safe</p> <ul style="list-style-type: none"> <li>Explain the importance of taking medicines correctly and using household products safely to</li> <li>Recognise what is meant by a 'drug'</li> <li>Understand that drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) can affect health and wellbeing</li> </ul>	lifestyle illness doctor GP oral hygiene dental health flossing dentist plaque gums gingivitis toothpaste  puberty menstrual cycle menstruation erections wet dreams hygiene deodorant sweat body odor reproduction

	<ul style="list-style-type: none"> <li>• Identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• Identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break how to ask for help or advice</li> </ul>	<p>medicine                  drugs                  household product                  cigarettes                  alcohol                  side effects                  habit                  addiction                  prescription                  legal                  illegal</p>
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RSE & PSHE – Year 5 Autumn Term		
Context	Skills and Knowledge	Vocabulary
Relationships	<p>Families and friendships</p> <ul style="list-style-type: none"> <li>• Identify what makes a healthy friendship and how they make people feel included</li> <li>• Develop strategies to help someone feel included</li> <li>• Understand peer influence and how it can make people feel or behave</li> <li>• Examine the impact of the need for peer approval in different situations, including online</li> <li>• Develop strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• Understand that it is common for friendships to experience challenges</li> <li>• Use strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• Understand that friendships can change over time and the benefits of having new and different types of friends</li> <li>• Explore how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• Identify when and how to seek support in relation to friendships</li> </ul> <p>Safe relationships</p> <ul style="list-style-type: none"> <li>• Differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• Explain how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• Recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• Recognise how to manage pressures associated with dares</li> <li>• Discuss when it is right to keep or break a confidence or share a secret</li> <li>• Learn how to recognise risks online such as harmful content or contact</li> <li>• Explain how people may behave differently online including pretending to be someone they are not</li> <li>• Identify how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online</li> </ul>	<p>peer influence, peer approval, disputes, inclusive, exclusive, influence, reconcile physical contact, permission, acceptable, unacceptable, appropriate, inappropriate</p>
Living in the Wider World	<p>Belonging to a community</p> <ul style="list-style-type: none"> <li>• Identify how resources are allocated and the effect this has on individuals, communities and the environment</li> </ul>	<p>resources, compassion, environment, damage,</p>



	<ul style="list-style-type: none"> <li>• Understand the importance of protecting the environment and how everyday actions can either support or damage it</li> <li>• Demonstrate how to show compassion for the environment, animals and other living things</li> <li>• Explore the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment</li> </ul>	<p>support, impact, allocated, opinions</p>
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Year 5 Spring Term		
Context	Skills and Knowledge	Vocabulary
Relationships	<p>Respecting ourselves and others</p> <ul style="list-style-type: none"> <li>• Recognise that everyone should be treated equally</li> <li>• Explain why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• Describe what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>• Understand the impact of discrimination on individuals, groups and wider society</li> <li>• Explore ways to safely challenge discrimination</li> <li>• Recognise how to report discrimination online</li> </ul>	<p>traditions, beliefs, racism, sexism, homophobia, trolling, discrimination, harassment, lifestyle</p>
Living in the wider world	<p>Money and work</p> <ul style="list-style-type: none"> <li>• Identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career</li> <li>• Identify what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities</li> <li>• Describe stereotyping in the workplace, its impact and how to challenge it</li> <li>• Understand that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	<p>ambition, working conditions, personal interests, qualities, family values, diversity, inclusion, career opportunities, stereotypes, apprenticeships, university, college, degree, career path</p>
Health and Wellbeing	<p>Growing and changing</p>	<p>race, sex, gender, faith, culture, hobbies, gender</p>

	<ul style="list-style-type: none"> <li>• Understand personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>• Recognise that for some people their gender identity does not correspond with their biological sex</li> <li>• Explore how to recognise, respect and express their individuality and personal qualities ways to boost their mood and improve emotional wellbeing</li> </ul> <p>Make links between participating in interests, hobbies and community groups and mental wellbeing</p>	<p>identity, biological sex, emotional wellbeing</p>
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Year 5 Summer Term		
Context	Skills and Knowledge	Vocabulary
	<p>Living in the wider world</p> <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> <li>• Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>• Develop basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>• Understand that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information</li> </ul> <p>Mental Health and Wellbeing</p> <p>Physical and Mental Wellbeing</p> <ul style="list-style-type: none"> <li>• Explain how sleep contributes to a healthy lifestyle healthy</li> <li>• Develop sleep strategies and how to maintain them</li> <li>• Identify the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>• Explain how medicines can contribute to health and how allergies can be managed that some diseases can be prevented by vaccinations and immunisations that bacteria and viruses can affect health</li> <li>• Understand how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• Recognise the shared responsibility of keeping a clean environment</li> </ul> <p>Keeping safe</p>	<p>blogs, unbiased, biased, stereotypes, suspicious content, persuade, fact, opinion</p> <p>Sleep cycles, bedtime, sun exposure, skin damage, heat stroke, diseases, vaccinations, immunisations, bacteria, hygiene, routines</p> <p>Risks, unsafe, emergency, positive risk taking, dangerous behaviour, emergency services, female genital mutilation (FGM)</p>

	<ul style="list-style-type: none"><li>• Identify when situations are becoming risky, unsafe or an emergency to identify occasions where they can help take responsibility for their own safety to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li><li>• Understand how to deal with common injuries using basic first aid techniques</li><li>• Understand how to respond in an emergency, including when and how to contact different emergency services</li><li>• Understand that female genital mutilation (FGM) is against British law and what to do and whom to tell if they think they or someone they know might be at risk of FGM</li></ul>	
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RSE & PSHE – Year 6 Autumn Term		
Context	Skills and Knowledge	Vocabulary
Relationships	<p>Family and Friendships</p> <ul style="list-style-type: none"> <li>• Explain what it means to be attracted to someone and different kinds of loving relationships</li> <li>• Understand that people who love each other can be of any gender, ethnicity or faith</li> <li>• Identify the difference between gender identity and sexual orientation and everyone’s right to be loved</li> <li>• Explore the qualities of healthy relationships that help individuals flourish</li> <li>• Discuss ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• Explain what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• Know that people have the right to choose whom they marry or whether to get married</li> <li>• Know that to force anyone into marriage is illegal</li> <li>• Explain how and where to report forced marriage or ask for help if they are worried</li> </ul> <p>Safe relationships</p> <ul style="list-style-type: none"> <li>• Compare the features of a healthy and unhealthy friendship</li> <li>• Discuss the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• Develop strategies to respond to pressure from friends including online</li> <li>• Learn how to assess the risk of different online ‘challenges’ and ‘dares’</li> <li>• Identify how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• Understand how to get advice and report concerns about personal safety, including online</li> <li>• Recognise what consent means and how to seek and give/not give permission in different situations</li> </ul> <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> <li>• Recognise the link between value and behaviour and how to be a positive role model</li> <li>• Learn how to discuss issues respectfully</li> <li>• Learn how to listen to and respect other points of view</li> <li>• Explore how to constructively challenge points of view they disagree with</li> <li>• Describe ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	<p>gender, faith, sexual orientation, gender identity, civil partnership, forced marriage, arranged marriage, marriage, civil partnership, commitment consent, personal safety, peer pressure, healthy/unhealthy friendship</p> <p>role model, conflict, disagreements, values, points of view, constructive</p>

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Year 6 Spring Term		
Context	Skills and Knowledge	Vocabulary
Living in the wider world	<p>Belonging and community</p> <ul style="list-style-type: none"> <li>• Explain what prejudice means</li> <li>• Differentiate between discrimination and prejudice and how to recognise acts of discrimination</li> <li>• Develop strategies to safely respond to and challenge discrimination</li> <li>• Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• Explore how stereotypes are perpetuated and how to challenge this</li> </ul> <p>Media and digital resilience</p> <ul style="list-style-type: none"> <li>• Identify the benefits of safe internet use e.g. learning, connecting and communicating how and why images online might be manipulated, altered, or faked</li> <li>• Understand how to recognise when images might have been altered</li> <li>• Explain why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>• Understand that social media sites have age restrictions and regulations for use</li> <li>• Recognise the reasons why some media and online content is not appropriate for children</li> <li>• Recognise how online content can be designed to manipulate people’s emotions and encourage them to read or share things</li> <li>• Know about sharing things online, including rules and laws relating to this</li> <li>• Understand how to recognise what is appropriate to share online how to report inappropriate online content or contact</li> </ul> <p>Money and work</p> <ul style="list-style-type: none"> <li>• Explore the role that money plays in people’s lives, attitudes towards it and what influences decisions about money</li> <li>• Understand value for money and how to judge if something is value for money how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>• Describe how having or not having money can impact on a person’s emotions, health and wellbeing</li> </ul>	<p>prejudice, discrimination, stereotypes, influence, perpetuate</p> <p>social media, altered, online content, inappropriate content, age restrictions, manipulate, altered</p> <p>critical consumer, debt, fraud, gambling, scams, financial risk, wealth, value for money, companies, consumer, customer</p>

	<ul style="list-style-type: none"> <li>• Identify common risks associated with money, including debt, fraud and gambling how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>• Explain how to get help if they are concerned about gambling or other financial risks</li> </ul>	
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Year 6 Summer Term		
Context	Skills and Knowledge	Vocabulary
	<p>Health and Wellbeing Physical health and mental wellbeing</p> <ul style="list-style-type: none"> <li>• Understand that mental health is just as important as physical health and that both need looking after</li> <li>• Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• Explore how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• Develop positive strategies for managing feelings</li> <li>• Understand that there are situations when someone may experience mixed or conflicting feelings</li> <li>• Explain how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• Identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• Understand the importance of asking for support from a trusted adult about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• Explore that changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed</li> <li>• Develop strategies that can help someone cope with the feelings associated with change or loss</li> <li>• Identify how to ask for help and support with loss, grief or other aspects of change how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• Develop strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• Identify what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul> <p>Growing and changing</p>	<p>conflicting feelings, grief, positive habits, mental health, loneliness, support, cope, coping sexual intercourse, consenting adults, intimate, sperm, egg, fertilisation, womb, pregnancy, contraception, penis, vagina, ejaculation, wet dream, parent, carer, transition personal information, appropriate images, inappropriate images, misuse, nicotine, alcohol, medicines, illegal drugs,</p>

	<ul style="list-style-type: none"> <li>• Recognise some of the changes as they grow up e.g. increasing independence and what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school</li> <li>• Develop practical strategies that can help to manage times of change and transition e.g. practicing the bus route to secondary school</li> <li>• Identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• Understand how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• Understand that pregnancy can be prevented with contraception</li> <li>• Understand the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul> <p>Keeping safe</p> <ul style="list-style-type: none"> <li>• Identify how to protect personal information online to identify potential risks of personal information being misused</li> <li>• Develop strategies for dealing with requests for personal information or images of themselves</li> <li>• Identify types of images that are appropriate to share with others and those which might not be appropriate that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</li> <li>• Explain what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• Identify how to report the misuse of personal information or sharing of upsetting content/ images online</li> <li>• Understand the different age rating systems for social media, T.V, films, games and online gaming why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>• Explain the risks and effects of different drugs about the laws relating to drugs common to everyday life and illegal drugs</li> </ul>	
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Please note that our sex education content is in Year 6- Summer Term and is highlighted in blue.

