



# **St Lawrence Primary School**

## **Relationship & Sex Education (RSE)**

### **Policy**

**2025 - 2026**

**Review date: Autumn 2026**

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Promote the St. Lawrence Way (Be responsible; Encourage others; Show respect and Try our best) and the importance of helping others (Parable of The Good Samaritan).

## 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At St Lawrence CE Primary School, we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review - the headteacher pulled together all relevant information including relevant national and local guidance;
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to express their views and ask questions via email;

4. Pupil consultation – we investigated what pupils want from their RSE;
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

#### 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

#### 5. Curriculum

Our RSE curriculum mapped out as per Appendix 1, but we may need to adapt it as and when necessary.

We use an adopted PSHEE scheme provided by 1Decision following research and the need to have access to high quality and up to date resources. We are confident that the scheme sensitively considers the age, developmental stage, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so that pupils are fully informed and don't feel the need to seek answers from unreliable sources (e.g. online). Sometimes, we will ask parents to help pupils to support children when gaining an understanding.

We will share all curriculum materials with parents and carers upon request.

Within the scheme, sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings;
- How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 1.

#### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHEE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me;
- Caring friendships;
- Respectful relationships;

- Online relationships;
- Being safe.

For more information about our RSE curriculum, see Appendices 1, 2 and 3.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## **6.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them;
- Is sensitive to all pupils' experiences.

During lessons, we will ensure that pupils feel:

- Safe and supported;
- Able to engage with key messages.

We will also make sure that pupils learn about these topics in an environment that's appropriate. Sometimes pupils will learn in large groups and at other times in small groups for targeted input. Adaptations will be made for pupils with SEND, which could include a bespoke programme of activities to include 1-to-1 support.

## **6.2 Use of resources**

When using any resources, other than from '1Decision', we **will** always ensure that they:

- Are aligned with the teaching requirements set out in the statutory RSE guidance;
- Would support pupils in applying their knowledge in different contexts and settings;
- Are age-appropriate, given the age, developmental stage and background of our pupils;
- Are evidence-based and contain robust facts and statistics;

- Fit into our curriculum plan;
- Are from credible sources;
- Are compatible with effective teaching approaches;
- Are sensitive to pupils' experiences and won't provoke distress.

## 7. Use of external organisations and materials

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

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage

We will ensure that all materials used comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

We will:

- only work with external agencies where we have full confidence in the agency, its approach and the resources it uses;
- make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum;
- review any case study materials and look for feedback from other people the agency has worked with;

- ask to see in advance any materials that the agency may use;
- know the named individuals who will be there, and follow our usual safeguarding procedures for these people;
- not allow photographs or any personal data used without first seeking parental consent;
- remind members of staff that they can say “no” or, in extreme cases, stop a session;
- make sure that a member of staff is in the room during any sessions with external speakers;
- be willing to share all external materials with parents and carers

We **won't**, under any circumstances:

- work with external agencies that take or promote extreme political positions;
- use materials produced by such agencies, even if the material itself is not extreme.

## 8. Roles and responsibilities

### 8.1 The governing board

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

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

### 8.3 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/carers wish them to be withdrawn from the non-statutory/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 headteacher.

### 8.4 Pupils

Pupils are expected to engage fully in RSE and when discussing issues related to RSE, treat others with respect and sensitivity (Be responsible; Encourage others; Show respect and Try our best).

## 9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing (email or letter) to the headteacher.

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

## 10. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE when required.

## 11. Monitoring arrangements

The delivery of RSE is monitored by the PSHEE Coordinator and the Headteacher through:

- Scrutiny of pupils' work;
- Lesson observations;
- Discussions with pupils;
- Discussions with members of staff;
- Audits of behaviour and attitudes.

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

This policy will be reviewed annually by the PSHEE Coordinator, the Headteacher and governors on Curriculum Committee. At every review, the policy will be approved by the Curriculum Committee.



## Appendix 1: Curriculum Map

### Relationships and sex education curriculum map

<b>5-8 Modules</b>	<b>KSS</b> Keeping/Staying Safe	<b>KSH</b> Keeping/Staying Healthy	<b>REL</b> Relationships	<b>BR</b> Being Responsible	<b>FAE</b> Feelings and Emotions	<b>CS</b> Computer Safety	<b>OW</b> Our World	<b>HW</b> Hazard Watch	<b>FS SPECIAL *</b> Fire Safety
<b>YEAR 1</b> Each 5-8 module starts with a baseline assessment.	Road Safety	Washing Hands	Friendship	Water Spillage	Jealousy	Online Bullying	Growing in Our World	Is it safe to eat or drink?	Hoax Calling
<b>YEAR 2</b>	Tying Shoelaces	Healthy Eating	Bullying	Practice Makes Perfect	Worry	Image Sharing	Living in Our World	Is it safe to play with?	Petty Arson
		Brushing Teeth	Body Language	Helping Someone in Need	Anger	Computer Safety	Working in Our World		Texting Whilst Driving
<b>YEAR 3</b> Each 5-8 module ends with a summative assessment	Staying Safe	Medicine	Touch	Stealing	Grief	Making Friends Online	Looking After Our World		Enya and Deedee Visit the Fire Station
	Leaning Out of Windows								

<b>8-11 Modules</b>	<b>KSS</b> Keeping/Staying Safe	<b>KSH</b> Keeping/Staying Healthy	<b>GAC</b> Growing and Changing	<b>BR</b> Being Responsible	<b>FAE</b> Feelings and Emotions	<b>CS</b> Computer Safety	<b>TWW</b> The Working World	<b>AWWJ</b> A World Without Judgement	<b>FA SPECIAL</b> First Aid
<b>Year 4</b> Each 8-11 module starts with a baseline assessment.	Cycle Safety	Healthy Living	Appropriate Touch (Relationships)	Coming Home on Time	Jealousy	Online Bullying	Chores at Home	Breaking Down Barriers	First Aid Year 4
<b>YEAR 5</b>	Peer Pressure	Smoking	Puberty	Looking Out for Others	Anger	Image Sharing	Enterprise	Inclusion and Acceptance	First Aid Year 5
	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	
<b>YEAR 6</b> Each 8-11 module ends with a summative assessment	Water Safety	Alcohol	Conception	Stealing	Worry	Making Friends Online	In-App Purchases	British Values	First Aid Year 6 (Part 1 & Part 2)

## Appendix 2: Skills Progression

PSHEE Module	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Keeping and Staying Safe	<p><u>Road Safety</u></p> <ul style="list-style-type: none"> <li>• understand why it is important to stay safe when crossing the road</li> <li>• be able to recognise a range of safe places to cross the road</li> <li>• understand the differences between safe and risky choices</li> <li>• know different ways to help us stay safe</li> </ul>	<p><u>Tying Shoelaces</u></p> <ul style="list-style-type: none"> <li>• Know the reasons to make sure your laces are tied</li> <li>• Learn how to tie up laces properly</li> <li>• Know rules to keep yourself and others safe</li> <li>• Understand the differences between safe and risky choices</li> </ul>	<p><u>Staying Safe – Windows</u></p> <ul style="list-style-type: none"> <li>• be able to recognise a range of warning signs</li> <li>• be able to spot the dangers we may find at home</li> <li>• know the importance of listening to our trusted adults</li> <li>• be able to understand ways we can keep ourselves and others safe at home</li> <li>• know the differences between safe and risky choices</li> </ul>	<p><u>Cycle Safety</u></p> <ul style="list-style-type: none"> <li>• identify strategies we can use to keep ourselves and others safe</li> <li>• recognise the impact and possible consequences of an accident or incident</li> <li>• identify what is a risky choice</li> <li>• create a set of rules for and identify ways of keeping safe</li> </ul>	<p><u>Peer Pressure</u></p> <ul style="list-style-type: none"> <li>• identify strategies we can use to keep ourselves and others safe</li> <li>• recognise ways to manage peer pressure</li> <li>• explain the potential outcomes that may happen when we take risks</li> <li>• recognise the impact and possible consequences of an accident or incident</li> </ul>	<p><u>Water Safety</u></p> <ul style="list-style-type: none"> <li>• identify a range of danger signs</li> <li>• develop and name strategies that can help keep ourselves and others safe</li> <li>• recognise the impact and possible consequences of an accident or incident</li> </ul>
Keeping and Staying Healthy	<p><u>Washing Hands</u></p> <ul style="list-style-type: none"> <li>• understand why we need to wash our hands</li> <li>• know how germs are spread and how they can affect our health</li> <li>• be able to practise washing your hands</li> <li>• know the differences between healthy and unhealthy choices</li> </ul>	<p><u>Healthy Eating / Brushing Teeth</u></p> <p>Teeth know that food is needed for our bodies to be healthy and to grow</p> <ul style="list-style-type: none"> <li>• understand that some foods are better for good health than others</li> <li>• be able to list different types of healthy food</li> <li>• understand how to keep yourself and others healthy</li> <li>• know the differences between healthy and unhealthy choices</li> </ul>	<p><u>Medicine</u></p> <ul style="list-style-type: none"> <li>• know, understand, and be able to practise simple safety rules about medicine</li> <li>• understand when it is safe to take medicine</li> <li>• know who we can accept medicine from</li> <li>• understand the differences between healthy and unhealthy choices</li> </ul>	<p><u>Healthy Living</u></p> <ul style="list-style-type: none"> <li>• explain what is meant by a balanced diet and plan a balanced meal</li> <li>• recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older</li> <li>• understand nutritional information on packaged food and explain what it means</li> <li>• describe different ways to maintain a healthy lifestyle</li> </ul>	<p><u>Smoking</u></p> <ul style="list-style-type: none"> <li>• explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.</li> <li>• describe how smoking can affect your immediate and future health and wellbeing</li> <li>• give reasons why someone might start and continue to smoke</li> <li>• identify and use skills and strategies to resist any pressure to smoke</li> </ul>	<p><u>Alcohol</u></p> <ul style="list-style-type: none"> <li>• identify what is a risky choice</li> <li>• identify the risks associated with alcohol</li> <li>• describe how alcohol can affect your immediate and future health</li> <li>• develop and recognise skills and strategies to keep safe</li> </ul>
Relationships (RSE)	<p><u>Friendships</u></p> <ul style="list-style-type: none"> <li>• understand how to be a good friend</li> <li>• be able to recognise kind and thoughtful behaviours</li> <li>• understand the importance of caring about other people's feelings</li> <li>• be able to see a situation from another person's point of view</li> </ul>	<p><u>Bullying</u></p> <ul style="list-style-type: none"> <li>• be able to name a range of feelings</li> <li>• understand why we should care about other people's feelings</li> <li>• be able to see and understand bullying behaviours</li> <li>• know how to cope with these bullying behaviours</li> </ul>	<p><u>Touch</u></p> <ul style="list-style-type: none"> <li>• understand the difference between appropriate and inappropriate touch</li> <li>• know why it is important to care about other people's feelings</li> <li>• understand personal boundaries</li> <li>• know who and how to ask for help</li> <li>• be able to name human body parts</li> </ul>			

Growing and Changing (RSE)				<p><u>Appropriate Touch</u></p> <ul style="list-style-type: none"> <li>• identify the different types of relationships we can have and describe how these can change as we grow</li> <li>• explain how our families support us and how we can support our families</li> <li>• identify how relationships can be healthy or unhealthy</li> <li>• explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</li> </ul>	<p><u>Puberty</u></p> <ul style="list-style-type: none"> <li>• explain what puberty means • describe the changes that boys and girls may go through during puberty</li> <li>• identify why our bodies go through puberty</li> <li>• develop coping strategies to help with the different stages of puberty</li> <li>• identify who and what can help us during puberty</li> </ul>	<p><u>Conception</u></p> <ul style="list-style-type: none"> <li>• explain the terms 'conception' and 'reproduction'</li> <li>• describe the function of the female and male reproductive systems</li> <li>• identify the various ways adults can have a child</li> <li>• explain various different stages of pregnancy</li> <li>• identify the laws around consent</li> </ul>
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Being Responsible	<p><u>Water Spillages</u></p> <ul style="list-style-type: none"> <li>• know how you can help people around you</li> <li>• understand the types of things you are responsible for</li> <li>• know how and understand the importance of preventing accidents</li> <li>• be able to recognise the differences between being responsible and being irresponsible</li> </ul>	<p><u>Practice Makes Perfect</u></p> <ul style="list-style-type: none"> <li>• be able to name ways you can improve in an activity or sport</li> <li>• understand the importance of trying hard and not giving up</li> <li>• be able to see the benefits of practising an activity or sport</li> <li>• be able to learn ways to set goals and work to reach them</li> </ul>	<p><u>Stealing</u></p> <ul style="list-style-type: none"> <li>• understand the differences between borrowing and stealing</li> <li>• be able to describe how you might feel if something of yours is borrowed and not returned</li> <li>• know why it is wrong to steal</li> <li>• be able to understand the differences between being responsible and irresponsible</li> </ul>	<p><u>Coming Home on Time</u></p> <ul style="list-style-type: none"> <li>• recognise the importance of behaving in a responsible manner in a range of situations</li> <li>• describe a range of situations where being on time is important</li> <li>• explain the importance of having rules in the home</li> <li>• describe ways that behaviour can be seen to be sensible and responsible</li> </ul>	<p><u>Looking out for others</u></p> <ul style="list-style-type: none"> <li>• recognise why we should take action when someone is being unkind</li> <li>• describe caring and considerate behaviour, including the importance of looking out for others</li> <li>• demonstrate why it is important to behave in an appropriate and responsible way</li> <li>• identify how making some choices can impact others' lives in a negative way</li> </ul>	<p><u>Stealing</u></p> <ul style="list-style-type: none"> <li>• explain what consent means • recognise the importance of being honest and not stealing</li> <li>• explain why it is important to have a trusting relationship between friends and family</li> <li>• identify how making some choices can impact others' lives in a negative way</li> </ul>
Feelings and emotions	<p><u>Jealously</u></p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words</li> </ul>	<p><u>Worry</u></p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul>	<p><u>Grief</u></p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words</li> </ul>	<p><u>Jealousy</u></p> <ul style="list-style-type: none"> <li>• recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good</li> <li>• describe how we can support others who feel lonely, jealous, or upset</li> <li>• recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people</li> <li>• demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy</li> </ul>	<p><u>Anger</u></p> <ul style="list-style-type: none"> <li>• recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant</li> <li>• explain how feelings can be communicated with or without words</li> <li>• recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger</li> </ul>	<p><u>Worry</u></p> <ul style="list-style-type: none"> <li>• recognise our thoughts, feelings, and emotions</li> <li>• identify how we can reduce our feeling of worry</li> <li>• explain how we can support others who feel worried</li> <li>• recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> </ul>

Computer Safety	<u>Online Bullying</u> <ul style="list-style-type: none"> <li>• understand how your online activity can affect others</li> <li>• be able to identify the positives and negatives of using technology</li> <li>• know who and how to ask for help</li> <li>• be able to recognise kind and unkind comments</li> </ul>	<u>Image Sharing</u> <ul style="list-style-type: none"> <li>• Understand how your online actions can affect others</li> <li>• Be able to name the positive and negative ways you can use technology</li> <li>• Know the risks of sharing images without permission</li> <li>• Understand the types of images that you should and should not post online</li> </ul>	<u>Making Friends Online</u> <ul style="list-style-type: none"> <li>• be able to identify possible dangers and consequences of talking to strangers online</li> <li>• know how to keep safe in online chatrooms</li> <li>• be able to name the positives and negatives of using technology</li> <li>• understand the difference between safe and risky choices online</li> </ul>	<u>Online Bullying</u> <ul style="list-style-type: none"> <li>• recognise the key values that are important in positive online relationships</li> <li>• identify the feelings and emotions that may arise from online bullying</li> <li>• develop coping strategies to use if we or someone we know is being bullied online</li> <li>• identify how and who to ask for help</li> </ul>	<u>Image sharing</u> <ul style="list-style-type: none"> <li>• list reasons for sharing images online</li> <li>• identify rules to follow when sharing images online</li> <li>• describe the positive and negative consequences of sharing images online</li> <li>• recognise possible influences and pressures to share images online</li> </ul>	<u>Making friends online</u> <ul style="list-style-type: none"> <li>• list the key applications that we may use now and in the future</li> <li>• know and understand why some applications have age restrictions</li> <li>• identify ways to keep yourself and others safe in a range of situations online and offline</li> <li>• recognise that people may not always be who they say they are online</li> </ul>
Our World	<u>Growing in our World</u> <ul style="list-style-type: none"> <li>• understand the needs of a baby</li> <li>• be able to recognise what you can do for yourself now you are older</li> <li>• be able to describe the common features of family life</li> <li>• be able to recognise the ways in which your family is special and unique</li> </ul>	<u>Living in our World</u> <ul style="list-style-type: none"> <li>• understand why we should look after living things</li> <li>• be able to identify how we can look after living things both inside and outside of the home</li> <li>• recognise why it is important to keep our communities and countryside clean</li> <li>• be able to encourage others to help keep their communities and countryside clean</li> </ul>	<u>Looking After our World</u> <ul style="list-style-type: none"> <li>• be able to explain the meaning of reduce, reuse, and recycle</li> <li>• recognise how we can help look after our planet</li> <li>• be able to identify how to reduce the amount of water and electricity we use</li> <li>• understand how we can reduce our carbon footprint</li> </ul>			

The Working World				<u>Chores at Home</u> <ul style="list-style-type: none"> <li>• identify ways in which we can help those who look after us</li> <li>• explain the positive impact of our actions</li> <li>• describe the ways in which we can contribute to our home, school, and community</li> <li>• identify the skills we may need in our future job roles</li> </ul>	<u>Enterprise</u> <ul style="list-style-type: none"> <li>• understand and explain why people might want to save money</li> <li>• identify ways in which you can help out at home</li> <li>• budget for items you would like to buy</li> <li>• recognise ways to make money and the early stages of enterprise</li> </ul>	<u>In app purchases</u> <ul style="list-style-type: none"> <li>• know and understand various money-related terms</li> <li>• recognise some of the ways in which we can spend money via technology</li> <li>• describe the potential impact of spending money without permission</li> <li>• identify strategies to save money</li> </ul>
Hazard Watch	<u>Is it safe to eat or drink?</u> <ul style="list-style-type: none"> <li>• know what food and drink items are safe or unsafe to eat or drink</li> <li>• be able to name potential dangers in different environments</li> </ul>	<u>Is it safe to play with?</u> <ul style="list-style-type: none"> <li>• know what items are safe to play with and what items are unsafe to play with</li> <li>• be able to name dangers that can affect others, for example younger siblings</li> </ul>				

<p>A World Without Judgement</p>				<p><u>Breaking down Barriers</u></p> <ul style="list-style-type: none"> <li>• recognise positive attributes in others</li> <li>• explain why being different is okay</li> <li>• recognise your own strengths and goals, and understand that these may be different from those around you</li> <li>• identify some of the ways we can overcome barriers and promote equality</li> </ul>	<p><u>Inclusion and Acceptance</u></p> <ul style="list-style-type: none"> <li>• identify some of the ways in which we are different and unique</li> <li>• explain some of the elements which help us to have a diverse community</li> <li>• describe strategies to overcome barriers and promote diversity and inclusion</li> </ul>	<p><u>British Values</u></p> <ul style="list-style-type: none"> <li>• understand that there are a wide range of religions and beliefs in the UK</li> <li>• explain each of the British values</li> <li>• create a range of values for your educational setting</li> <li>• explain how all religions can live in cohesion</li> </ul>
<p>Fire Safety/ First Aid</p>	<p><u>Hoax Calling</u></p> <ul style="list-style-type: none"> <li>• know what a 'hoax call' is and why it can be risky</li> <li>• understand why our emergency services are an important part of our community</li> </ul>	<p><u>Petty Arson and</u></p> <ul style="list-style-type: none"> <li>• be able to show my knowledge of fire safety to others</li> <li>• be able to practise simple ways of staying safe and finding help</li> </ul>	<p><u>Texting Whilst Driving</u></p> <ul style="list-style-type: none"> <li>• be able to recognise how drivers can be distracted</li> <li>• understand the importance of being responsible and how our actions/choice can affect others</li> </ul> <hr/> <p><u>Enya and Deedee Visit the Fire Station</u></p> <ul style="list-style-type: none"> <li>• be able to follow simple fire safety rules.</li> <li>• know that playing with fire or starting a small fire is unsafe and can lead to serious harm and damage.</li> </ul>	<p><u>First Aid</u></p> <ul style="list-style-type: none"> <li>• identify and name situations that may require first aid</li> <li>• list reasons why someone may struggle to breathe</li> <li>• identify the signs of an asthma attack or choking</li> <li>• identify the signs of an allergic reaction and anaphylactic shock</li> <li>• understand the correct steps for seeking immediate emergency help</li> <li>• provide first aid treatment to someone who is struggling to breathe</li> </ul>	<p><u>First Aid</u></p> <ul style="list-style-type: none"> <li>• complete a primary survey for first aid</li> <li>• demonstrate the recovery position for an unresponsive breathing casualty</li> <li>• know when to deliver CPR</li> <li>• demonstrate how to do CPR</li> <li>• know when to call for emergency help</li> </ul>	<p><u>First Aid (Part 1)</u></p> <ul style="list-style-type: none"> <li>• identify a range of situations that may require first aid</li> <li>• understand how to support someone with a minor or serious head injury</li> <li>• understand how to support someone who is having a seizure</li> <li>• understand how to support someone with a severe bleed</li> <li>• know when to call for medical help</li> </ul> <p><u>(Part 2)</u></p> <ul style="list-style-type: none"> <li>• identify a range of situations that may require first aid</li> <li>• understand how to support someone with a minor burn or scald</li> <li>• understand how to support someone who is having a heart attack</li> <li>• understand how to support someone with a fractured bone</li> </ul>

### Appendix 3: Vocabulary Progression

PSHEE Module	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Keeping and Staying Safe	<u>Road Safety</u> Community Discuss Choice Pedestrian Zebra crossing Pelican crossing Puffin crossing	Toucan crossing Avoid Situation Risk Safe Imaginary	<u>Tying Shoelaces</u> Laces Buckle Accident Velcro Unsafe		<u>Staying Safe – Windows</u> PCSO Appliances Dangerous Chemicals Warning Signs Pressured Permission		<u>Cycle Safety</u> Statement Opinion Fact Strategy Junction Cycle Safety		<u>Peer Pressure</u> Peer pressure Encourage Risk Risk assessment Support network		<u>Water Safety</u> Danger Consequences Water safety Water pollution Hidden currents Warning flags	
Keeping and Staying Healthy	<u>Washing Hands</u> Healthy Unhealthy Germs		<u>Healthy Eating / Brushing Teeth</u> Ingredients Energy Repair	Vitamins Natural Saturated fat Decay	<u>Medicine</u> Medicine Allergies Vaccination	Antibodies Research Immune System Doctors	<u>Healthy Living</u> Lifestyle Balanced diet Blood Pressure Carbohydrate	Saturated fat Vital organs Food chart Mind map Protein Calorie	<u>Smoking</u> Nicotine Addictive Illegal Tobacco e-cigarette	Respiratory system Cardiovascular disease Cigarette	<u>Alcohol</u> Alcohol Ethanol Legal age limit Alcohol poisoning	Fermentation Unit
Relationships (RSE)	<u>Friendships</u> Relationships Love Security Stability Disagree		<u>Bullying</u> Bullying Mean Describe	<u>Teasing</u> Threatening Advice Imagine Anti-bullying	<u>Discrete Touch</u> Communicate Situation Penis Testicles Vagina	Vulva Anus Private parts Appropriate						
Growing and Changing (RSE)							<u>Appropriate Touch</u> Nervous Scared Inappropriate Connection Civil partnership Marriage	<u>Puberty</u> Puberty Hormone Vagina Vulva Penis Testicles	Ovaries Anonymous question Fallopian tube bladder	<u>Conception</u> Conception Reproduction Consent Womb Urethra Fertilised	Conceived Caesarean Foreskin Cervix IVF	
Being Responsible	<u>Water Spillages</u> Responsibility Responsible Accident Honesty Dishonest		<u>Practice Makes Perfect</u> Abilities Thoughtful Qualities	<u>Manners</u> Courteous Appropriately Self-respect Improve	<u>Stealing</u> Borrowing Stealing Consequence Irresponsible Responsible		<u>Coming Home on Time</u> Punctual Responsible Irresponsible Appointment		<u>Being responsible</u> Considerate Inconsiderate Isolation Loneliness Mental health		<u>Stealing</u> Consent Possession Stealing Responsible Irresponsible	Permission Trust borrowing

Feelings and emotions	Jealousy Recognising Loneliness Frustration Experience Jealously	Anger Fidgety Annoyed Worried Control Trust	Anger Manage	Grief Grief Confusion Memory box	Jealousy Feelings Emotions Physical health Mental health Strategies	Anger Displeasure Hostility Annoyance	Worry Worry Anxious Troubled	Positive action Prepare for change Mindfulness strategies
Computer Safety	<u>Online Bullying</u> Online Positive Negative	<u>Image Sharing</u> Permission Opinion Rules Declaration		<u>Making Friends Online</u> Chatroom Report Reply Respond ChildLine	<u>Online Bullying</u> Online relationship Online bullying Offensive Posting False content	<u>Insulting</u> Rude Device Opinion Rumours	<u>Image sharing</u> Application Survey Kind action Image sharing Illegal	<u>Computer Safety</u> Application Pretending Age restriction Online activity Social media Password

Our World	<u>Growing in our World</u> Planet World Environment Unique Common	<u>Living in our World</u> Humans Reproduce Protect	<u>Wildlife</u> Community Credit Card Spend Receive Save	<u>Looking After our World</u> Reduce Re-use Recycle Environment Carbon Footprint Carbon Dioxide Global Warming					
The Working World					<u>Chores at Home</u> Income tax VAT Contribution Self-motivation Apprenticeship Volunteer	HM revenue and customs Society Chore Independence Stereotype	<u>Enterprise</u> Enterprise Priority Fundraising	<u>In app purchases</u> Bank account Loan Tax Budget Comparison Fairtrade	Interest Debit card Credit card Wages Debt In-app purchase Gambling
Hazard Watch	<u>Is it safe to eat or drink?</u> Potential Sibling Community Hazard Danger	<u>Is it safe to play with?</u> Potential Sibling Community Hazard Danger							
A World Without Judgement					<u>Breaking down Barriers</u> Judgement Equality Diversity Disability Polite	Cohesion Barrier Attributes Similarities Differences Courteous Respectful	<u>Inclusion</u> Inclusion Acceptance Discrimination Unique Anti-social Hate crime	<u>British Values</u> Democracy Rule of law Individual liberty Values Cohesion Equal rights	<u>Mutual respect</u> Tolerance Faiths and beliefs Stereotype



Fire Safety/ First Aid	<u>Hoax Calling</u> Hoax Emergency	<u>Petty Arson</u> Collapsed Flammable	<u>Texting Whilst Driving</u> Distraction	<u>First Aid</u> Treatment Emergency Severe Clinical Advisor Life-threatening Conscious Asthma Anaphylaxis Allergic Prescribed Obstruction	<u>First Aid</u> Unresponsive Underlying Casualty Compressions Unconscious	<u>First Aid Year 6</u> (Parts 1 and 2) Minor Seizure Nauseous Incident
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