



"Aspire to be your best self by living, learning, growing together with God's love"

Kindness Forgiveness & Truth Respect Perseverance Co-operation Courage



Butleigh

Church of England

Primary School

Policy for:

Relationships, Health and Sex Education

2026-2028

Head Teacher: Kristin Moth

Chair of Governors: Wendy Jenner

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Vision and Values

At Butleigh C of E Primary School we build the foundations of lifelong learners by developing children's curiosity, creativity and strive for them to be active participants in their learning. We pride ourselves in developing a strong community which enables children to have high aspirations through our vision **to aspire to be our best self by living, learning, and growing together in God's love** and our values -**truth & honesty, courage, cooperation, respect, perseverance and kindness** that underpin our curriculum.

Butleigh Brilliance



Our Butleigh Brilliance motto underpins our vision and values and supports us to understand the importance of treating others fairly. We are committed to nurture all the young people and support them to become lifelong learners who grow in self-esteem and independence and in building a strong sense of fairness and social awareness through our vision to be your best self by living, learning, and growing together in God's love. Our children learn to:

- keep themselves and others **safe**.
- **respect** themselves, each other, and the world around them.
- show **kindness** to others and work together.
- be **ready** for all areas of their learning.

1. Aims

Our RSHE curriculum equips pupils with knowledge, skills and values to build healthy relationships, stay safe and manage wellbeing. It is coherently sequenced from EYFS to Year 6 and aligned with DfE statutory guidance.

The aims of relationships and sex education (RSHE) 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. 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 RSHE, 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
- The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (The Children and Social Work Act 2017).
- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and

wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

- Following this change in the law, the Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSHE) and Health Education (2019). This guidance requires primary schools in England to have a written relationships education policy to cover the following:
 - How relationships education is delivered
 - What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

At Butleigh C of E Primary School, we teach RSHE 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 – a member of staff or working group 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 respond to the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

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

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

Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives. RSHE is enhanced by our supportive school ethos where

everyone is valued, positive relationships are promoted and there is a safe learning environment.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our RSHE 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/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

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

Primary sex education will focus on:

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

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

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE 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

Health Education

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention

- Basic First Aid
- Changing adolescent bodies.

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

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, makes pupils feel:
 - Safe and supported.
 - Able to engage with the key messages.

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Consider the level of differentiation needed.

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE 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 an 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 RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- 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
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session

- › Make sure that the teacher is in the room during any sessions with external speakers
- › Share 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 board will approve the RSHE policy and hold the headteacher to account for its implementation.

8.2 The headteacher

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

8.3 Staff

Staff are responsible for:

- › Delivering RSHE in a sensitive way
- › Modelling positive attitudes to RSHE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non- science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

All teachers are responsible for teaching RSHE.

8.4 Pupils

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

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- science components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed 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 RSHE as part of their induction and it is included in our continuing professional development calendar.

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

11. Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a Child Protection issue. In such an event, the staff member will inform the Headteacher/Designated Safeguarding Lead in line with the school's Child Protection and Safeguarding Policy and local authority procedures for

Child Protection. Child Protection concerns would override all other considerations, including confidentiality.

12. Communication of Policy

We wish to build a positive and supporting relationship with our parents/carers through mutual understanding, trust and cooperation. We aim to respond sensitively and promptly to any comments or questions from parents/carers as and when they arise. School parents/carers – together with Butleigh staff and governors - have been consulted in the development and subsequent three-yearly review of this RSHE Policy. This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

13. Monitoring arrangements

The delivery of RSHE is monitored by Kristin Moth, Headteacher through:

- Monitoring visits to class through learning walks, pupil discussions, planning, and work scrutinies

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

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils..

Appendix 1: Curriculum map

Health and Wellbeing KS1

H1. about what keeping healthy means; different ways to keep healthy	H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
H2. about foods that support good health and the risks of eating too much sugar	H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
H4. about why sleep is important and different ways to rest and relax	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
H5. simple hygiene routines that can stop germs from spreading	H21. to recognise what makes them special
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	H22. to recognise the ways in which we are all unique
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	H23. to identify what they are good at, what they like and dislike
H8. how to keep safe in the sun and protect skin from sun damage	H24. how to manage when finding things difficult
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
H10. about the people who help us to stay physically healthy	H26. about growing and changing from young to old and how people's needs change
H11. about different feelings that humans can experience	H27. about preparing to move to a new class/year group
H12. how to recognise and name different feelings	H28. about rules and age restrictions that keep us safe
H13. how feelings can affect people's bodies and how they behave	H29. to recognise risk in simple everyday situations and what action to take to minimise harm
H14. how to recognise what others might be feeling	H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	H31. that household products (including medicines) can be harmful if not used correctly
H16. about ways of sharing feelings; a range of words to describe feelings	

Health and Wellbeing KS2

H1. how to make informed decisions about health

H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H5. about what good physical health means; how to recognise early signs of physical illness

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11 how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
H26. that for some people gender identity does not correspond with their biological sex
H27. to recognise their individuality and personal qualities
H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
H31. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ¹
H34. about where to get more information, help and advice about growing and changing, especially about puberty
H35. about the new opportunities and responsibilities that increasing independence may bring
H36. strategies to manage transitions between classes and key stages
H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
H38. how to predict, assess and manage risk in different situations
H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe
H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
H43. about what is meant by first aid; basic techniques for dealing with common injuries ²
H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk ³
H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping
H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Relationships KS1

R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives

R2. To identify the people who love and care for them and what they do to help them feel cared for

R3. About different types of families including those that may be different to their own

R4. To identify common features of family life

R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

R6. About how people make friends and what makes a good friendship

R7. About how to recognise when they or someone else feels lonely and what to do

R8. Simple strategies to resolve arguments between friends positively

R9. How to ask for help if a friendship is making them feel unhappy

R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11. About how people may feel if they experience hurtful behaviour or bullying

R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. That sometimes people may behave differently online, including by pretending to be someone they are not

R15. How to respond safely to adults they don't know

R16. About how to respond if physical contact makes them feel uncomfortable or unsafe

R17. About knowing there are situations when they should ask for permission and also when their permission should be sought

R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

R21. About what is kind and unkind behaviour, and how this can affect others

R22. About how to treat themselves and others with respect; how to be polite and courteous

R23. To recognise the ways in which they are the same and different to others

R24. How to listen to other people and play and work cooperatively

R25. How to talk about and share their opinions on things that matter to them

Relationships KS2

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
R13. the importance of seeking support if feeling lonely or excluded
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
R16. how friendships can change over time, about making new friends and the benefits of having different types of friends
R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
R21. about discrimination: what it means and how to challenge it
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
R26. about seeking and giving permission (consent) in different situations
R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Living in the Wider World KS1

- L1. about what rules are, why they are needed, and why different rules are needed for different situations
- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L3. about things they can do to help look after their environment
- L4. about the different groups they belong to
- L5. about the different roles and responsibilities people have in their community
- L6. to recognise the ways they are the same as, and different to, other people
- L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
- L8. about the role of the internet in everyday life

- L9. that not all information seen online is true
- L10. what money is; forms that money comes in; that money comes from different sources
- L11. that people make different choices about how to save and spend money
- L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- L13. that money needs to be looked after; different ways of doing this
- L14. that everyone has different strengths
- L15. that jobs help people to earn money to pay for things
- L16. different jobs that people they know or people who work in the community do
- L17. about some of the strengths and interests someone might need to do different jobs

Living in the Wider World KS2

- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2. to recognise there are human rights, that are there to protect everyone
- L3. about the relationship between rights and responsibilities
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
- L6. about the different groups that make up their community; what living in a community means
- L7. to value the different contributions that people and groups make to the community
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- L11. recognise ways in which the internet and social media can be used both positively and negatively
- L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- L13. about some of the different ways information and data is shared and used online, including for commercial purposes
- L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
L17. about the different ways to pay for things and the choices people have about this
L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
L20. to recognise that people make spending decisions based on priorities, needs and wants
L21. different ways to keep track of money
L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
L24. to identify the ways that money can impact on people's feelings and emotions
L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
L31. to identify the kind of job that they might like to do when they are older
L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

The non-statutory [Citizenship Programme of Study for Key Stages 1 and 2](#) is largely covered by the Living in the Wider World Outcomes from the PSHE Association Programme of Study. To ensure full coverage of the non-statutory guidance for Citizenship, [Twinkl Life's Scheme of Work for PSHE and Citizenship](#) also covers the following objective from the Citizenship Programme of Study:

Cg. what democracy is, and about the basic institutions that support it locally and nationally

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent/carer form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	

TO BE COMPLETED BY THE SCHOOL

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