



Policy Name: Relationships and Sexuality Education Policy

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Melin Primary School

Relationships and Sexuality Education (RSE) Policy

Introduction

The purpose of this policy is to provide all stakeholders (learners, staff, parents/carers, governors, and external organisations) at Melin Primary school information about our Relationships and Sexuality Education (RSE) provision.

High quality RSE is fundamental in creating a safe school environment where learners grow and develop positive, healthy relationships for life.

The policy is in accordance with the Welsh Assembly guidance mandatory document Relationships and Sexuality Education Code for Wales. This Code contains mandatory requirements, the legal basis for which is set out in the legislation summary of this Curriculum for Wales framework guidance. It sets out the themes and matters that must be encompassed in RSE. A curriculum and teaching and learning must encompass the mandatory element of RSE outlined within the following RSE Code. This mandatory RSE Code supports schools to design their RSE. The content is set within the context of broad and interlinked learning strands, namely:

- relationships and identity
- sexual health and well-being
- empowerment, safety and respect.

Across the learning strands, curriculum content in RSE must be inclusive and reflect diversity. It must include learning that develops learners' awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality, including LGBTQ+ lives. Learning about rights and equity runs through all the strands, as well as embedding learning and experience through a rights-based approach to the learning.

At Melin Primary School we recognise that the world around us is evolving rapidly and significantly. We are inclusive of diversity. We fully comply with our duties under the Equality Act 2010 and the RSE Code. We support parents and carers in understanding why high quality, inclusive RSE at Melin Primary School is important to the development and learning of every young person.

Melin Primary School actively participates in the Welsh Network of Healthy Schools Scheme (WNHSS) which provides a framework for the development of a whole school approach to RSE through effectively linking policy, staff, development of a spiral curriculum, school ethos, learner voice and the wider community.

Beliefs and Values

We believe that RSE is lifelong learning about physical, moral and emotional development. It helps learners to move with confidence from childhood through adolescence into adulthood. It is about the teaching of sex, sexuality and sexual health.

We teach RSE in a way that reflects the values of our school community and the importance of a stable, secure and loving environment for family life in loving and caring relationships. We will always be sensitive and respect differences as can be

expected within a diverse society, and ensure that there is no stigmatisation of children based on their home circumstances. RSE is taught through our curriculum in an age appropriate manner that is respectful of the cognitive abilities of the child.

While we use relationships and sexuality education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Legislation

Relationships and Sexuality Education (RSE) is a statutory requirement in the new Curriculum for Wales framework and is mandatory (must) for all learners.

The Relationships and Sexuality Education (RSE): statutory guidance (2022) sets out statutory guidance in relation to RSE and is published under section 71 of the Curriculum and Assessment (Wales) Act 2021 (the Act); it is designed to assist those responsible under the Act to design RSE as part of the curriculum. The Curriculum for Wales – Relationships and Sexuality Education code contains mandatory requirements for RSE. It sets out the themes and matters that must be encompassed for learner from 3 to 16 years old.

Our school policy and curriculum have been developed in line with Welsh Government statutory guidance and legislative summary and aligns with the Equality Act 2010.

UNCRC

At Melin Primary School we discuss RSE in the context of children's rights as protected by the United Nations Convention on The Rights of the Child.

The rights below underpin and shape our RSE curriculum and school policy:

- non-discrimination (Article 2)
- be heard and involved in decision-making (Article 12)
- freedom of expression (Article 13)
- follow your own religion (Article 14)
- have privacy (Article 16)
- access information to make informed decisions (Article 17)
- not be harmed and should be looked after and kept safe (Article 19)
- experience the highest attainable health, access to health facilities, and preventative health care (Article 24)
- education that prepares children to understand others (Article 29)
- protection from sexual abuse and exploitation (Article 34)
- get special help if they have been abused (Article 39)

Everyone who works with children at Melin Primary School should always do what is best for each learner, as part of our Whole School Approach to RSE (Article 3).

Teaching and Learning

Fostering positive attitudes towards gender diversity, equality and respectful relationships. This policy supports our approach to preventing violence against women, domestic abuse, and sexual violence (VAWDASV). At Melin Primary School we believe all learners have the right to receive high-quality, holistic, and inclusive education about relationships and sexuality.

The aim of RSE is to help learners develop the skills and knowledge appropriate to their age, understanding and development. It should be relevant and sensitive to their needs. It should help them learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. **RSE Curriculum**
RSE is taught by class teachers through discreet lessons and cross-cutting themes. Teaching strategies and techniques will vary according to the needs of learners. The school seeks to give quality education on RSE to all learners.

The school seeks to provide accurate, unbiased information on RSE to learners as part of our pluralistic approach. This means that where questions of values are concerned, we provide a range of views on a given subject commonly held within society. As they develop, learners are encouraged to take increasing responsibility for their own learning.

RSE will be taught through the Health and Well-being AoLE and cross-cutting themes and will incorporate all five statements of what matters.
RSE in the curriculum focuses on three broad strands:

Relationships and identity: helping learners develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.

Sexual health and well-being: helping learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.

Empowerment, safety and respect: helping to protect learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.

Melin Primary School uses the following resources:

- SENSE resources
- Growing Up resource
- NSPCC
- SEAL

Involving Outside Agencies:

When outside agencies provide sessional learning opportunities for learners, the school will ensure that:

- The school and the external provider have agreed the aims, content and approach to be adopted.
- The school has checked that the work of the agency is known to them and is considered appropriate in respect of safeguarding/child protection procedures and equality.
- The school has made the provider aware of any relevant school policies.
- The school has planned for the provider to be actively and always supported by a teacher throughout the visit.
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Understanding the nature of progression in RSE

At Melin Primary School we follow the Phase 1, 2 and 3 approach, as outlined by the Welsh Government's Code in terms of what content is covered by each age range from a certain age.

The principles of progression across the Health and Well-being Area offer guidance to progression in RSE. Our curriculum revisits content, themes and topics as outlined in the preceding phases set out in the Code, reinforcing and building on learners' developing understanding and changing needs.

Positive, protective, and preventative RSE

Building on the Code, the approach to RSE in our school is positive, protective and preventative. We support learners to:

- have access to objective, supportive and inclusive information about growing up, changing, relationships, reproductive and sexual health.
- understand and cope with change, conflicts and pressure.
- recognise potentially harmful behaviours in relationships and know how to seek support.
- have the knowledge to recognise all forms of discrimination, violence, abuse and neglect, including violence against women, domestic abuse and sexual violence.
- seek help and advice where appropriate.

At Melin Primary School we endeavour to create safe and supportive learning environments. This helps to create trust and allow learners a safe space to consider learning, ask questions and express their thoughts and feelings.

We aim to encourage respectful conversation. This can be achieved by developing a working agreement of ground rules with learners. This helps to maintain professional boundaries and keep learners and practitioners safe. For example, creative approaches can help learners share their questions, views and experiences anonymously, allowing more open, honest discussion.

Distancing techniques will also be used to help learners to discuss sensitive issues and develop their decision-making skills in a 'safe' environment. The school includes a question box within all RSE lessons for pupils to anonymously ask a question. Any information that the teacher feels would support the class will be followed up in a later activity. Sometimes an individual learner may ask an explicit or inappropriate question. If this situation arises, the learner will be reminded of the class agreement.

As part of the RSE programme in Melin Primary School, all teachers will use the correct biological terminology.

Harmful Sexual Behaviour

We recognise that peer-on-peer sexual harassment can be prevalent in the lives of young people. At Melin Primary School, we have adopted a whole-school preventative and proactive approach to dealing with it.

This includes providing learners with assurance that school staff will take every incidence of peer-on-peer sexual harassment seriously and work in partnership with parents/carers and external agencies.

We will provide sufficient, cumulative, and beneficial learning opportunities for learners across the whole age range about harmful sexual behaviours. This includes providing a safe, enabling, and supportive environment for open and honest and appropriate discussions.

We will ensure all school staff receive regular and purposeful professional learning opportunities on, for example, relationships, sexuality, diversity, gender transitioning and harmful sexual behaviours.

Inclusion

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, or whether a looked after child. It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

Planning and Organisation

There are clear opportunities to teach RSE within the curriculum. While we carry out the main sex education teaching in Year 6 as part of our curriculum, some sex education is also delivered through other subject areas such as Science, PE and RE. In Science, children learn about the main stages of the human life cycle.

They also learn about the life processes common to humans and other animals. In RE and PSE they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. The National Healthy Schools Scheme looks positively at any local initiatives that support the school in providing the best sex education teaching programme that we can devise, including the school nurse.

Period Dignity

Our school fully supports the Welsh Government Period Dignity Strategy Action Plan, which aims to end the stigma and shame associated with periods.

We will support the plan by ensuring the following:

- Provision of free resources, including environmentally friendly resources that learners can access from the toilets.
- A robust RSE curriculum that covers the menstrual cycle and periods for all genders.
- A safe and suitable environment for applying/changing products.
- Provision of sanitary bins, in learner toilets to support the safe and environmental disposal of products.
- Clear communication to learners/parents/carers informing them of the available free resources on site, and how they can access them.

Parental Involvement

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the

parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex and relationships policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- involve parents in reviewing the school policy and making modifications to it as necessary through questionnaires at key times;
- inform parents about the best practice known with regard to sex education so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that through mutual exchange of knowledge and information, children will benefit from being given consistent messages.

RSE is now compulsory for all pupils and parents do not have the right to withdraw their child from all or part of the sex education programme we teach in our school. We will always ensure that we teach RSE in a sensitive manner following the cognitive abilities of the child as well as their emotional maturity.

Pupil Involvement

The views of the learners related to RSE will be sought as part of the Nine Term Self Evaluation cycle. It will also be considered to be part of the annual questionnaires which the school gives to pupils regarding 'teaching us to be safe', through evaluations in PSE sessions and through School Council meetings.

Safeguarding and Child Protection

Sex education lessons are conducted in a sensitive manner and in confidence. Ground rules for discussion excluding personal questioning of staff or pupils are established before discussions begin. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will deal with it as a matter of urgency.

If the teacher has concerns, they will draw their concerns to the attention of the Headteacher as the Designated Child Protection Officer or in the absence of the Headteacher, the Deputy Designated Child Protection Officer in line with child protection procedures.

The Headteacher will then deal with the matter in consultation with health care professionals and relevant external agencies. (See also Child Protection Policy).

Signposting to services

Learners can access a range of information and advice through:

- The school's established interventions for social and emotional support.
- The School Based Counselling Service.
- The Health and Wellbeing Consultation sessions with the Local Authority
- Swansea Bay University Health Board

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school sex education programme and ensures that all adults who work with children on these issues are aware of the school policy and work within this framework.

Monitoring, Evaluating and Review

This policy and standards of teaching and learning in SRE is monitored, evaluated and reviewed in line with the school's Nine Term Monitoring Plan (which includes Governing Body involvement) unless there are changes in Government advice which require it to be revised sooner.

D. Harris
October 2023

Appendix A – Mandatory Content from the Code

Relationship and Identity Mandatory Content		
Practitioners should consider learners’ developmental appropriateness for learning in each phase with learning that supports:		
Phase 1 from age 3	Phase 2 from age 7	Phase 3 from age 11
Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.	Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.	Understanding the positive and negative characteristics and healthy or unhealthy aspects of a range of relationships including family, friendship, romantic and sexual. Ability to develop and understand the importance of equity, mutual respect, and affection in relationships with others.
An awareness of how to communicate wants and needs in relationships, and begin to respect those of others. Awareness of how needs relate to rights.	How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.	Understanding and use of effective communication, decision making, managing and resolving conflict, and refusal skills in a range of different contexts and types of relationships, offline and online, including intimate relationships. Understanding how to speak out about harmful behaviours directed at them or others.
Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.	Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these. Understanding positive behaviours in relationships and what can happen when relationships breakdown. An awareness of how families, relationships and parenting are shaped by	Understanding how the diversity of relationships including marriage, and all types of civil partnership, has changed over time, and how relationships are positively and negatively impacted by social and cultural norms and laws in different ways around the world.

	social and cultural norms and laws that have changed over time.	
<p>Developing a sense of themselves, in the context of families, friends and communities.</p> <p>Recognising how people value different things and have different families, friends and communities.</p>	<p>Recognising how people's relationships with others shape who they are and their happiness.</p> <p>An awareness of how identity can be expressed in different ways.</p>	<p>Understanding how rights need to be balanced in a diverse society; the characteristics, benefits and challenges of living in a diverse society; and how and why attitudes have changed and are changing including towards gender and sexuality diversity.</p>
<p>Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender.</p> <p>Recognising learners' rights to be treated fairly, kindly and with respect.</p>	<p>Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.</p> <p>Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.</p> <p>An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours.</p>	<p>An ability to advocate for and advance the rights of all and understand and respect all people in relation to sex, gender and sexuality.</p> <p>Understanding how the law and human rights secure freedoms around sex, gender and sexuality and how these can differ in other countries and over time.</p> <p>Ability to critically explore and understand how a range of social, cultural and religious norms and influences about relationships, sex, gender and sexuality can shape perceptions and our well-being and can be both positive and harmful.</p>

Sexual Health and Well-being Mandatory Content		
Practitioners should consider learners' developmental appropriateness for learning in each phase with learning that supports:		
Phase 1 from age 3	Phase 2 from age 7	Phase 3 from age 11
<p>The use of accurate terminology for all body parts.</p> <p>An awareness of the human life cycle and that reproduction is a part of life.</p>	<p>Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including</p>	<p>Understanding how fertility, sexual function and menstrual health and well-being can change across the life course and how to find information and support when needed.</p>

	<p>what supports menstrual health and well-being.</p> <p>Recognising the process of pregnancy and birth.</p>	<p>The knowledge and understanding of how hormones continue to affect emotional and physical health throughout adulthood.</p> <p>Understanding how contraception can assist with reproductive choices, including awareness of abortion.</p>
<p>Awareness of how human bodies change as they grow.</p>	<p>The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.</p>	<p>Understanding of good sexual and reproductive health, including the range of risks and outcomes from sexual experiences and the knowledge needed to support informed decisions about sexual activity and about reproductive choices.</p>
<p>An awareness of the importance of personal self-care and hygiene.</p>	<p>The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.</p>	<p>The knowledge and understanding of the causes, symptoms and impact of conditions connected to sexual and reproductive health and to fertility, including sexually transmitted infections, HIV and reproductive cancers.</p> <p>Understanding and skills needed to minimise risks and seek help.</p>
<p>A recognition that everyone's body is unique and special to them.</p>	<p>An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies.</p>	<p>Critically engaging with positive and negative representations of a diversity of bodies, including through various forms of media and understanding that these can be unrealistic and harmful.</p>
<p>Awareness of the different feelings one can have, recognising other people's feelings and how</p>	<p>Awareness of how people can feel attracted to others as they mature and how this can lead to</p>	<p>Understanding how all are entitled to safe and pleasurable relationships and recognising the role consensual sexual activity</p>

these may differ to your own.	emotional and physical responses.	plays within healthy relationships. Understanding the legal age of consent.
Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.	Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.	Recognise and be able to use a range of support services to access information and support around relationships, health and well-being and safety.

Empowerment, Safety and Respect Mandatory Content		
Practitioners should consider learners' developmental appropriateness for learning in each phase with learning that supports:		
Phase 1 from age 3	Phase 2 from age 7	Phase 3 from age 11
<p>Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.</p> <p>Ability to interact with others in a way that is fair.</p>	<p>Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.</p> <p>Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.</p>	<p>Understanding the importance of inclusivity, including for LGBTQ+ people, non-discrimination and the value of diversity in our interpersonal behaviours and relationships.</p> <p>Developing a sense of individual and social responsibility to others, including consideration of how we respond to behaviours that are discriminatory, disrespectful and harmful, offline and online.</p>
<p>Recognising the right to be free from harmful, abusive and bullying behaviour.</p> <p>An awareness of how to recognise positive and harmful behaviours, including bullying.</p> <p>Ability to share with a trusted adult when faced with harmful behaviours.</p>	<p>Understanding of the right for everyone to be free from harm or abuse.</p> <p>An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play.</p>	<p>Recognising harmful, abusive or coercive behaviour in personal relationships including control, violence and sexual violence and how to respond and seek help for self and others. This includes all forms of violence based on sex, gender and sexuality.</p>

	<p>How to seek support for oneself, and offer support to others.</p> <p>How to be a good friend and advocate for others.</p>	
<p>(Phases 1 and 2 include pre-requisite knowledge and skills for understanding the learning on consent at phase 3)</p> <p>Beginning to recognise that other people have thoughts, feelings and opinions that are different.</p> <p>An awareness of the need to seek agreement in order to share, for example toys.</p> <p>An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.</p> <p>Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.</p>	<p>Understanding of the right to bodily privacy, personal boundaries including online.</p> <p>Understanding how behaviours may be perceived by others offline and online.</p> <p>Recognising which steps to take to keep safe from harm both in offline and online friendships.</p> <p>Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.</p> <p>Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.</p>	<p>Understanding of the importance of consent for safe and healthy relationships and in particular sexual relationships.</p> <p>Understanding of how consent can be communicated in different social contexts and relationships, including online.</p> <p>A critical understanding of how consent is impacted by perception and social context and the factors that influence and impair people's ability to engage in consensual behaviour, for example, substances, violence, coercion and relationship norms.</p>
<p>Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.</p>	<p>Know how and when digital media can be shared safely, with permission and when it can be a source of harm.</p> <p>Awareness of the benefits and dangers of the internet and social media in forming friendships online.</p>	<p>Understand the ethical and legal issues relating to the consensual and non-consensual sharing of self-generated imagery, and rights to safety, support well-being and protection.</p> <p>Understanding the impacts associated with sexual material and intimacy online, including</p>

	<p>Exploring the motives behind fabricated and digitally-altered media.</p> <p>An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable.</p>	<p>the ethical and legal implications.</p> <p>An awareness of how sexual material and media often represents gender, sexual activity, bodily appearance and relationships in unrealistic and harmful ways.</p>
<p>An awareness that everyone has the right to be safe and no one is allowed to harm anyone else.</p> <p>Ability to speak up for each other.</p>	<p>Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.</p>	<p>An understanding of laws around RSE issues that are in place to protect us from all forms of discrimination, violence, abuse, neglect and harassment, and that laws are intended to protect not criminalise young people.</p> <p>An understanding of how to advocate for safe environments and the rights and understanding of everyone on a range of RSE issues.</p> <p>Appreciate the importance of safely speaking out against sex and gender based and sexual violence.</p>

Relationship and Sexuality Education

Nursery and Reception

This strand focuses on:

- the range of relationships that human beings have throughout their lives
- how identity can be shaped by our relationships and sexuality
- the importance of human rights in securing healthy, safe and fulfilling relationships in an inclusive society.

Phase One – from 3 years of age		
Learning supports	Year group	Materials used
Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.	Nursery Reception	Me and My Community – friendship, family, belonging to school etc. Puddles and Rainbows – colour monster discussing emotions and feelings Circle time activities on being a good friend, being kind, special people etc. Daily rules and expectations set e.g. class charter Winter Wonderland – caring for birds by making bird feeders. Interactive feelings displays to encourage discussion and self regulation/ coping strategies
	YEAR 1	ILP- Superheroes activities throughout
	YEAR 2	Year 1 - Harvest - Thinking about sharing. Visits from Bee workshops Year 2 - Jumu'ah - Friday Prayers.
	YEAR 3 YEAR 4	3-Lesson 1 ABM • Circle time activity; Turn to the person next to a child and introduce them. 'This is They are good at..... ' • Show a template of a coat-of-arms shield. Discuss its purpose - e.g. to protect oneself. • Ask children to think of four things they are good at. Draw and/or write these on each section of the shield. • Feedback to class, choosing and saying one positive quality about themselves. • This can be displayed on a class 'Superstar' display.

	YEAR 5 YEAR 6	Day to day friendship Getting on and Falling out - SEAL
An awareness of how to communicate wants and needs in relationships, and begin to respect those of others.	Nursery Reception	PSE – what makes a good friend? Sharing/taking turns Class rules – set at beginning of the year Class charter Early play skills – cooperation/collaboration/ Tolerance of others/ use of positive role models Weekly circle time sessions –SEAL Additional support e.g. Block play, RBP
	YEAR 1 YEAR 2	Project Evolve -Self-Image and Identity. Year 1 - Naam Karan - Persona dolls. <u>Ysgol ILP</u> – Health and well-being aole Staying safe lessons
	YEAR 3 YEAR 4	3-Lesson 2 ABM • SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource – Enjoying & Achieving: Friendship
	YEAR 5 YEAR 6	SEAL Assemblies Anti-Bullying activities Wants and Needs – UNICEF work
Awareness of how needs relate to rights.	Nursery Reception	Rights of the child throughout the curriculum identifies and consolidated where appropriate Class charter Class reward system- Dojos Weekly celebration assemblies School / Eco Council
	YEAR 1 YEAR 2	ILP- Superheroes Child's Commissioner in Wales/School Council Rights of a Child adaptation document
	YEAR 3 YEAR 4	Rights of a Child adaptation document
	YEAR 5 YEAR 6	Rights of a Child adaptation document

Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.	Nursery Reception	-Me and My Community – families and different types of families -Once upon a time – fairy tales and relationships in families discussed -Sparkle and shine- celebrations in different faiths -RE ILPs Circle time Activities
	YEAR 1 YEAR 2	ILP- Superheroes – real life superheroes Assemblies - SEAL themes Year 2 Christmas - New baby visit discussing families. Year 1 Esala Perahera - Temple of the Tooth.
	YEAR 3 YEAR 4	ABM Lesson Y4 Lesson 1 My Family – Roles and Stereotypes 3-Lesson 2 ABM – SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource – Enjoying & Achieving: Friendship. Watch SENSE extract – Enjoying and Achieving: Friendship. Discuss how Jane and Maria felt when their friends helped them.
	YEAR 5 YEAR 6	Talk about – targeted children SEAL assemblies and lessons
	Nursery Reception	Me and My community – throughout this ILP -Once upon a time – Families Reception - Special Places - Design a special place.
Developing a sense of themselves, in the context of families, friends and communities.	YEAR 1 YEAR 2	School Days project activities Health and Wellbeing AOLE – Special people in school lessons Year 2 Christmas - Celebrations, carousel of Christmas activities. Year 2 Naam Karan - Families. Year 1 Naam Karan - Exploring families.
	YEAR 3 YEAR 4	ABM Lesson Y4 Lesson 1 My Family – Roles and Stereotypes
	YEAR 5	Cynefin – linked through topics and developed at the start of new topics through KWL

	YEAR 6	
Recognising how people value different things and have different families, friends and communities.	Nursery Reception	Sparkle and shine – celebrations from around the world and finding out about different religions, cultures, traditions and celebrations Big Wide World- awareness of the wider world around us e.g. different communities, religions and beliefs etc Exploring values and communities through a range of multicultural stories e.g. ‘All kinds of Children’, ‘Handa’s Surprise’, ‘Bringing the Rain to Kapiti Plain’ and ‘We are all different’ etc Reception - Naam Karan - Baby naming ceremony. Reception - Naam Karan - The Guru Granth Sahib. Reception Special Places - Special places in my community. Reception - Special Places - The World is a Special Place
	YEAR 1	Project Evolve -Self-Image and Identity.
	YEAR 2	ILP- Superheroes Year 2 Christmas - Advent Wreath. Christmas - Christmas Cards. Year 1 Harvest - Songs of thanks and praise. Year 1 Esala Perahera - Imaginary trip to Sri Lanka. Year 1 Esala Perahera - Relics, Temple of the Tooth Casket. Year 2 Hanukkah - Menorah. Year 2 Hanukkah - Hanukkah traditions. Year 2 Jumu’ah - Prayer. Year 2 Jumu’ah - Visit to a Mosque. Year 2 Jumu’ah - Mosque models. Year 1 Jumu’ah - Exploring worship.
	YEAR 3	ABM Lesson Y4 Lesson 1 My Family – Roles and Stereotypes
	YEAR 4	3-Lesson 2 ABM • SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource – Enjoying & Achieving: Friendship. · Watch SENSE extract – Enjoying and Achieving: Friendship. Discuss how Jane and Maria felt when their friends helped them.
	YEAR 5	Religions, Values and Ethics topics through PPA Assemblies – festivals and cultures

	YEAR 6	
Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender.	Nursery Reception	Class rules – created together (class charter) Use of books and resources to show both genders equally -Use of positive role models -SEAL -Feelings and class rules display
	YEAR 1	Ysgol ILP – Health and wellbeing aole – Staying Safe lessons.
	YEAR 2	Year 1 Harvest - Favourite foods. Year 2 - Hanukkah - Dreidel. Year 1 - Naam Karan - Sikh names.
	YEAR 3 YEAR 4	Rights of the child adaptations coverage Gender awareness work through school
	YEAR 5 YEAR 6	Rights of the child adaptations coverage Gender awareness work through school
Recognising learners' rights to be treated fairly, kindly and with respect.	Nursery Reception	Early play skills – sharing, taking turns, cooperative play modelled. Circle time – scenario of good friends and what to do -SEAL -Class rules and RRS -School Council
	YEAR 1 YEAR 2	ILP- Superheroes Visits from Community police Year 1 - Esala Perahera - Sacred Places. Year 1 - Esala Perahera - Exploring remembering and memories. Year 2 - Hanukkah - Right or Wrong? Discuss the story of Hanukkah. Year 1 - Naam Karan - Nursery role play.
	YEAR 3 YEAR 4	Rights of the child adaptations coverage
	YEAR 5 YEAR 6	Rights of the child adaptations coverage

Phase Two – from 7 year of age		
Learning supports	Year group	Materials used
Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	<u>Year 3</u> Guru Nanak Gurburab - Equal Treatment. Guru Nanak Gurburab - Belief in Action. Guru Nanak Gurburab - Why do Sikhs remember Guru Nanak. Vesak - Exploring Kindness.
		<u>Year 4</u> Shabbat - Looking after living things.
	YEAR 5 YEAR 6	ILP – ID project activities PSD and circle time through SEAL themes <u>Year 5</u> Dharma Day - the Golden Rule from different religions, cultures and philosophies.
How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	Rights of the child adaptations coverage document
	YEAR 5 YEAR 6	ILP – ID – activities throughout project <u>Year 5</u> Dharma Day - Jataka Tales. Guru Arjan Gurburab - The First Sikh Martyr. Pentecost - Fruits of the Holy Spirit, dilemma cards.
Recognition of the characteristics of different families, friendship and peer	Nursery Reception	

relationships and the diversity of these.	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	<p>ABM Lesson Y4 Lesson 1 My Family – Roles and Stereotypes</p> <p><u>Year 3</u></p> <p>Guru Nanak Gurburab - The Legacy of Langar, hot seating.</p> <p>Lent - Ash Wednesday, forgiveness dilemmas.</p> <p><u>Year 4</u></p> <p>Eid ul-Adha - Exploring sacrifice.</p> <p><u>YEAR 4</u></p> <p>Eid ul-Adha - Sacrifice.</p> <p>Eid ul-Adha - Eid ul-Adha celebrations.</p> <p>Eid al-Adha - Importance of Eid ul-Adha.</p>
	YEAR 5 YEAR 6	<p>ILP – ID</p> <p>LTI – How does inheritance work?</p> <p><u>YEAR 5</u></p> <p>Guru Arjan Gurburab - The Golden Rules of Sikhism.</p> <p>Dharma Day - Buddhist Flag.</p> <p>Dharma Day - Buddha’s Teachings.</p> <p>Dharma Day - Compassion.</p> <p><u>YEAR 6</u></p> <p>Lailat al Miraj - Speaking with Allah, praying five times a day.</p> <p>Sunday - How do Christians worship?</p>
Understanding positive behaviours in relationships and what can happen when relationships breakdown.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	<p>ABM Lesson Y4 Lesson 2 What is love? Promises and Commitments</p>
	YEAR 5	<p>Friendship experiences – working through fallouts etc.</p> <p>SEAL - getting on a falling out through assembly</p>

	YEAR 6	Year 6 Rosh Hashanah and Yom Kippur - Days of Repentance. Rosh Hashanah and Yom Kippur - Exploring Forgiveness.
An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	Year 4 Shabbat - Family meal. Year 4 Shabbat - Shabbat Customs.
	YEAR 5 YEAR 6	ILP – ID - activities Year 5 - Dharma Day - The Four Noble Truths and the Noble Eightfold Path. Year 5 - Pentecost - Baptism. Year 6 Rosh Hashanah and Yom Kippur - Lives of Believers.
Recognising how people’s relationships with others shape who they are and their happiness.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	Year 4 Eid ul-Adha - Hajj pilgrimage. Year 4 Eid ul-Adha - Exploring charity. Year 4 Holy Week and Easter - The Great Parade, the story of Palm Sunday. Lent - The story of Easter Sunday.
	YEAR 5 YEAR 6 RE	ILP – ID activities LTI – How does inheritance work? YEAR 5 Dharma Day - The Middle Way.
	Nursery	

An awareness of how identity can be expressed in different ways.	Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	YEAR 4 - Eid ul-adha - Biographies.
	YEAR 5 YEAR 6	ILP – ID topic activities YEAR 4 - Eid ul-adha - Biographies. YEAR 5 - Pentecost - Shield of Trinity.
Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	Gender awareness through previous work with teachers
	YEAR 5 YEAR 6	Year 5 Pentecost - Body of Christ. Pentecost - Exploring Communities.
Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	
	YEAR 5 YEAR 6	Developing sense of self-identity and self-belief Individual likes/opinions/preferences encouraged Project Evolve

An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours.	Nursery Reception	
	YEAR 1 YEAR 2	Day to day hand washing/daily routines How do germs spread?
	YEAR 3 YEAR 4	E safety Scheme Rights of a child – article right to information (Article 17)
	YEAR 5 YEAR 6	

Sexual health and well-being

This strand focuses on:

- learning about how living things grow, reproduce and have a life cycle
- developing an understanding of the human body, including people's feelings about their bodies and how these can be represented
- the health issues related to relationships and sexuality
- an understanding of how sexuality and sexual health affects our well-being.

Phase One – from 3 years of age		
Learning supports	Year group	Materials used
The use of accurate terminology for all body parts.	Nursery Reception	How high can I Jump and Health Matters document on C.M- awareness of body parts and impact of exercise on the body. PE scheme Busy Feet Programme
	YEAR 1 YEAR 2	PE scheme Health matters L2I – what can our hands do?
	YEAR 3 YEAR 4	Burps, Bottoms and Bile (some, not all) 2-Lesson 2 ABM Year 3 and 4 NSPCC Resource Burps, Bottoms and Bile ILP

	YEAR 5 YEAR 6	
An awareness of the human life cycle and that reproduction is a part of life.	Nursery Reception	Me and My Community – Once there were Giants story which shows baby growing to be an adult Titch- When i grow up/ Baby Goz/ Once there were Giants- Encourage the children to compare the family in the story to their own family. Reception Special Places - The world is a special place. Reception - Special Places - Design a special place. Life cycle of a butterfly
	YEAR 1 YEAR 2	Year 2 - Christmas - Exploring joy.
	YEAR 3 YEAR 4	
	YEAR 5 YEAR 6	School nurse visit – puberty
Awareness of how human bodies change as they grow.	Nursery Reception	Me and My Community - Once there were Giants story which shows baby growing to be an adult Health Matters scheme
	YEAR 1 YEAR 2	Observing growth over the year – how have you changed? Shadows
	YEAR 3 YEAR 4	Burps, Bottoms and Bile ILP activities
	YEAR 5 YEAR 6	

An awareness of the importance of personal self-care and hygiene.	Nursery	Hand washing Visit from the School Nurse to discuss importance of handwashing. Visit from 'Design to Smile' to discuss the importance of food choice and dental health
	Reception	Me and My Community- Nutrition lesson
	YEAR 1	Day to day – hand washing and daily routines
	YEAR 2	L2I – how do germs spread?
	YEAR 3 YEAR 4	Burps, Bottoms and Bile (looking after teeth/mouth hygiene diet) 3- Lesson 3 ABM <ul style="list-style-type: none"> • PHW Infection Prevention and Control Guidance for Educational Settings • Glitter bug and hygiene teaching pack • E-Bug teaching resource • Henry the hand, 'Doin' the Handwash' song
YEAR 5 YEAR 6	Hygiene lesson with school nurse	
A recognition that everyone's body is unique and special to them.	Nursery	Circle time – special people
	Reception	How high can I jump – keeping fit, how it changes when doing exercise and why. Talk about keeping healthy and why it's important for your body Me and My Community- how we are all unique and special.
	YEAR 1	PSD – special people Superheroes topic
	YEAR 2	Individual targets Assembly stories linked to SEAL themes
	YEAR 3 YEAR 4	Growth mindset Positive affirmation Targets Sense of Identify
YEAR 5	Growth mindset Positive affirmation	

	YEAR 6	
Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.	Nursery Reception	Puddles and Rainbows – colour monster discussing emotions and feelings PSE activities about feelings and strategies to overcome certain emotions e.g. anger/frustration Weekly SEAL/circle time/ assemblies – exploring feelings Stories link to feelings e.g. 'Angry Arthur', 'Don't do that Jack', 'Little Rabbit Foo Foo', 'The Worry dolls' etc
	YEAR 1 YEAR 2	Zones of regulation Assembly stories linked to SEAL themes
	YEAR 3 YEAR 4	3- Lesson 2 ABM • SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource – Enjoying & Achieving: Friendship
	YEAR 5 YEAR 6	
Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.	Nursery Reception	Daily through developing relationships with familiar staff Big Wide world- staying safe lesson E-safety week – thinkuknow Me and My community- who can we talk to at school/home/local community if we feel unsafe. Visits from Police, Fire service, Church and NSPCC.
	YEAR 1 YEAR 2	E-Safety activities PSD circle time ELSA (targeted children) Worry box SEAL assemblies
	YEAR 3 YEAR 4	3- Lesson 2 ABM SENSE: Making Sense of Growing Up and Keeping Safe for Key Stage 2 resource – Enjoying & Achieving: Friendship
	YEAR 5 YEAR 6	ELSA (targeted children) Worry box SEAL assemblies

Phase Two – from 7 years of age		
Learning supports	Year group	Materials used
Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	
	YEAR 5 YEAR 6 RE	School Nurse lesson in Year 6
Recognising the process of pregnancy and birth.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	ABM Y4 lesson 3 A New Baby
	YEAR 5 YEAR 6	Year 6 Lesson 1 – Puberty and Conception Recap (ABM Pack) Year 6 Lesson 2 – Conception to Birth (ABM Pack)
	RE	
The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.	Nursery Reception	
	YEAR 1 YEAR 2	

	YEAR 3 YEAR 4	
	YEAR 5 YEAR 6	<p>Growing up resource- Tyfi y fyni.</p> <p>Year 5 Lesson 1 – What is Puberty? (ABM Pack)</p> <p>Year 5 Lesson 2 – Puberty and Conception (delivered by School Nurse)</p> <p>Year 5 Lesson 3 – Emotional Changes during Puberty (ABM Pack)</p> <p>Year 6 Lesson 1 – Puberty and Conception Recap (ABM Pack)</p>
The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	Puberty and hygiene lesson (individual children)
	YEAR 5 YEAR 6	Growing up resource- Tyfi y fyni. School nurse Lesson.
	RE	
An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	Rights Respecting school activities Esafety

	YEAR 5 YEAR 6	Project Evolve – Self-Image and Identity
Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	Rights respecting school activities
	YEAR 5 YEAR 6	Year 5 Lesson 3 – Emotional Changes during Puberty (ABM Pack)
Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	
	YEAR 5 YEAR 6	Project Evolve – Managing Online Information
	RE	

Empowerment, safety and respect

This strand focuses on:

- learners' rights to safety and protection and freedom from harm and discrimination
- how and where to seek information, help and support
- how to support and advocate for the rights, fair treatment and respect of all.

Phase One – from 3 years of age		
Learning supports	Year group	Materials used
Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.	Reception	RRS/ Unicef 'Red card for Racism' e-safety week Anti Bullying week SEAL Circle time Assemblies
	YEAR 1	SEAL assemblies Superheroes ILP
	YEAR 2	Rights of the child activities
	YEAR 3 YEAR 4	Show racism the red card
	YEAR 5 YEAR 6	
	RE	
Ability to interact with others in a way that is fair.	Nursery Reception	Class rules/class charter completed at the start of the year with children RRS Children to design own class rules and display pictures as visual reminders Class helpers -Good role models Circle time – weekly discussions / scenarios / Social stories
	YEAR 1 YEAR 2	PSD activities Circle time Class rules Class charter
	YEAR 3 YEAR 4	How to be a good friend Day to day activities Say no bullying Getting on and falling out
	YEAR 5 YEAR 6	Day to day activities Say no bullying Getting on and falling out
	Nursery	Stories and discussions focused on friendship and how to be a good friend RRS/ Unicef

abusive and bullying behaviour.	Reception	'Red card for Racism' e-safety week Anti Bullying week SEAL Circle time
	YEAR 1 YEAR 2	Stories with meaningful themes e.g. Anthony Browne picture books
	YEAR 3 YEAR 4	Year 1 and 2 (Cycle A) Summer Term Online Bullying – Project Evolve
	YEAR 5 YEAR 6	Project Evolve
An awareness of how to recognise positive and harmful behaviours, including bullying.	Nursery Reception	Circle time/PSE activities on sharing worries and upsets with staff RRS/ Unicef 'Red card for Racism' e-safety week Anti Bullying week SEAL Circle time Stories with powerful themes e.g. friendship, unfairness – class discussions
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	Year 1 and 2 (Cycle A) Summer Term Online Bullying – Project Evolve
	YEAR 5 YEAR 6	
	RE	
Ability to share with a trusted adult when faced with harmful behaviours.	Nursery Reception	SEAI assemblies
	YEAR 1	NSPCC

	YEAR 2	
	YEAR 3 YEAR 4	Worry box
	YEAR 5 YEAR 6	
	RE	
Beginning to recognise that other people have thoughts, feelings and opinions that are different.	Nursery Reception	Puddles and Rainbows – colour monster discussing emotions and feelings Circle time and opportunities to join in discussions of opinions or likes/dislikes to show that everyone is the same but different Big wide world- differences My and my community/ Sparkle and Shine- Differences/ celebrations/ uniqueness lesson
	YEAR 1 YEAR 2	Likes/dislikes Circle time – PSD Personal preferences Assembly stories
	YEAR 3 YEAR 4	
	YEAR 5 YEAR 6 RE	
An awareness of the need to seek agreement in order to share, for example toys.	Nursery Reception	Daily – early play skills modelled and reinforced with staff Rules modelled daily – boundaries and expectations RRS – class charters Class dojo Reward system School behaviour policy ELSA sessions In class nurture sessions Group work
	YEAR 1 YEAR 2	Class rules Expectations Friendships SEAL – scenarios
	YEAR 3	

	YEAR 4	
	YEAR 5 YEAR 6	
An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.	Nursery Reception	
	YEAR 1 YEAR 2	Pants – NSPCC Rights respecting schools activities
	YEAR 3 YEAR 4	2-Lesson 2 ABM NSPCC Resource– 'The Underwear Rule'
	YEAR 5 YEAR 6	
Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.	Nursery Reception	Pantosaurus
	YEAR 1 YEAR 2	Pantosaurus
	YEAR 3 YEAR 4	2-Lesson 2 ABM NSPCC Resource– 'The Underwear Rule'
	YEAR 5 YEAR 6	
Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.	Reception	E- safety – see ICT scheme and thinkunknow / Digi Duck / stories 'Chicken Clicking' etc
	YEAR 1 YEAR 2	

	YEAR 3 YEAR 4	Year 1 and 2 (Cycle A) Autumn Term Online Relationship – Project Evolve
	YEAR 5 YEAR 6	Project Evolve Rights Respecting Schools ESafety
An awareness that everyone has the right to be safe and no one is allowed to harm anyone else.	Nursery Reception	Daily through developing relationships with familiar staff encouraging in children to let us know if upset
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	Year 1 and 2 (Cycle B) Spring Term Privacy and Security – project evolve
	YEAR 5 YEAR 6	Project evolve Rights Respecting School
Ability to speak up for each other.	Nursery Reception	SEAL – Circle time
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	SEAL – circle time Talkabout P4C
	YEAR 5 YEAR 6	SEAL – circle time Talkabout P4C

Phase Two – from 7 years of age		
Learning supports	Year group	Materials used
Understanding of the importance of fair	Nursery	

treatment for all and of respect in all interpersonal interactions offline and online.	Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	E safety
	YEAR 5 YEAR 6	Project Evolve – Online Relationships
Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	Show Racism the red card Pupil voice
	YEAR 5 YEAR 6	Show Racism the red card Pupil voice
Understanding of the right for everyone to be free from harm or abuse.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	Rights Respecting School
	YEAR 5	Rights Respecting School

	YEAR 6	
An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	Rights Respecting School
	YEAR 5 YEAR 6	Project Evolve – Online Bullying
How to seek support for oneself, and offer support to others.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	NSPCC ELSA Worrybox
	YEAR 5 YEAR 6	NSPCC Evolve Worry box Talkabout
How to be a good friend and advocate for others.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3	PSD SEAL Assemblies

	YEAR 4	
	YEAR 5 YEAR 6	PSD SEAL – getting on and fallign out / say no to bullying Assemblies
Understanding of the right to bodily privacy, personal boundaries including online.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	NSPCC - pants
	YEAR 5 YEAR 6	Project Evolve – Online Relationships
Understanding how behaviours may be perceived by others offline and online.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	E-safety Rights respecting articles
	YEAR 5 YEAR 6	Project Evolve - Health, Well-being and Lifestyle Rights respecting articles
Recognising which steps to take to keep safe from harm both in offline and online friendships.	Nursery Reception	
	YEAR 1	

	YEAR 2	
	YEAR 3 YEAR 4	Project Evolve
	YEAR 5 YEAR 6	Project Evolve – Online Relationships
Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	E-safety Friendships PSD
	YEAR 5 YEAR 6	PSD Project evolve
Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	
	YEAR 5 YEAR 6	Project Evolve – Online Relationships ICT SOW - Exchange and Share Information Safely
Know how and when digital media can be shared safely, with	Nursery Reception	

permission and when it can be a source of harm.		
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	Project Evolve
	YEAR 5 YEAR 6	Project Evolve – Managing Online Information ICT SOW - Exchange and Share Information Safely
Awareness of the benefits and dangers of the internet and social media in forming friendships online.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	Project Evolve
	YEAR 5 YEAR 6	Project Evolve – Online Relationships ICT SOW - Exchange and Share Information Safely
Exploring the motives behind fabricated and digitally-altered media.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	Rights respecting acticle
	YEAR 5 YEAR 6	ICT scheme of work – digital media Rights respecting school

An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	Project Evolve
	YEAR 5 YEAR 6	Project Evolve – Privacy and Security ICT SOW - Exchange and Share Information Safely
Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.	Nursery Reception	
	YEAR 1 YEAR 2	
	YEAR 3 YEAR 4	Article of rights of a child
	YEAR 5 YEAR 6	Article of rights of a child