

Relationships and sex education policy

Aycliffe Community Primary School



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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach pupils how RSE fits in with the UN Convention on the Rights of the Child.

2. Statutory requirements

As a primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

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

At Aycliffe Community Primary we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. 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 and any interested parties are consulted about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Appendix 1 offers an overview of RSE.

Alongside the RSE planning document for staff, we will also use the Kapow PHSE and RSE planning and resources to support teachers in the delivery of RSE.

As a Right's Respecting School, the planning document also recommends links to the UN Convention on the Rights of the Child so that these can be taught alongside RSE.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Sex education is not compulsory in primary schools and parents will be given the option to withdraw their children, if they wish, from the conception, pregnancy and birth lessons in Year 6. Relationships education and teaching about puberty however is compulsory and cannot be opted out of.

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 RSE

RSE is taught alongside the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught in conjunction with the science curriculum. The RSE curriculum is also linked to Children's Rights.

Pupils also receive stand-alone sex education sessions in Year 6.

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

Sex Education focuses on:

- Puberty and the changes to the body in preparation for reproduction. *(This forms part of the science curriculum and is statutory).*
- Conception, pregnancy and birth *(non- statutory. Parents can withdraw their children from this if they wish).*

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

These areas of learning are taught within the context of family life, taking care to ensure 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, 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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

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

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

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

9. Training

Staff are trained on the delivery of RSE 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, if appropriate, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by SLT through:

Looking at planning, learning walks, discussions with staff and pupils.

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

This policy will be reviewed by SLT regularly. At every review, the policy will be approved by the governing board/ headteacher.

Introduction

Appendix 1: Relationships and Sex Education curriculum- progression of skills

An overview of the **skills** and **knowledge** covered in each year group and strand across the units of lessons.

Please note that, although our EYFS: Reception lessons are categorised under Self-regulation, Building relationships and Managing self units to match the EYFS:Framework, we have included organised skills and knowledge statements under the key areas we use throughout the rest of our scheme to more easily show progression between year groups.

This document was last updated on 04.04.24. Please check [here](#) for the most up to date version.

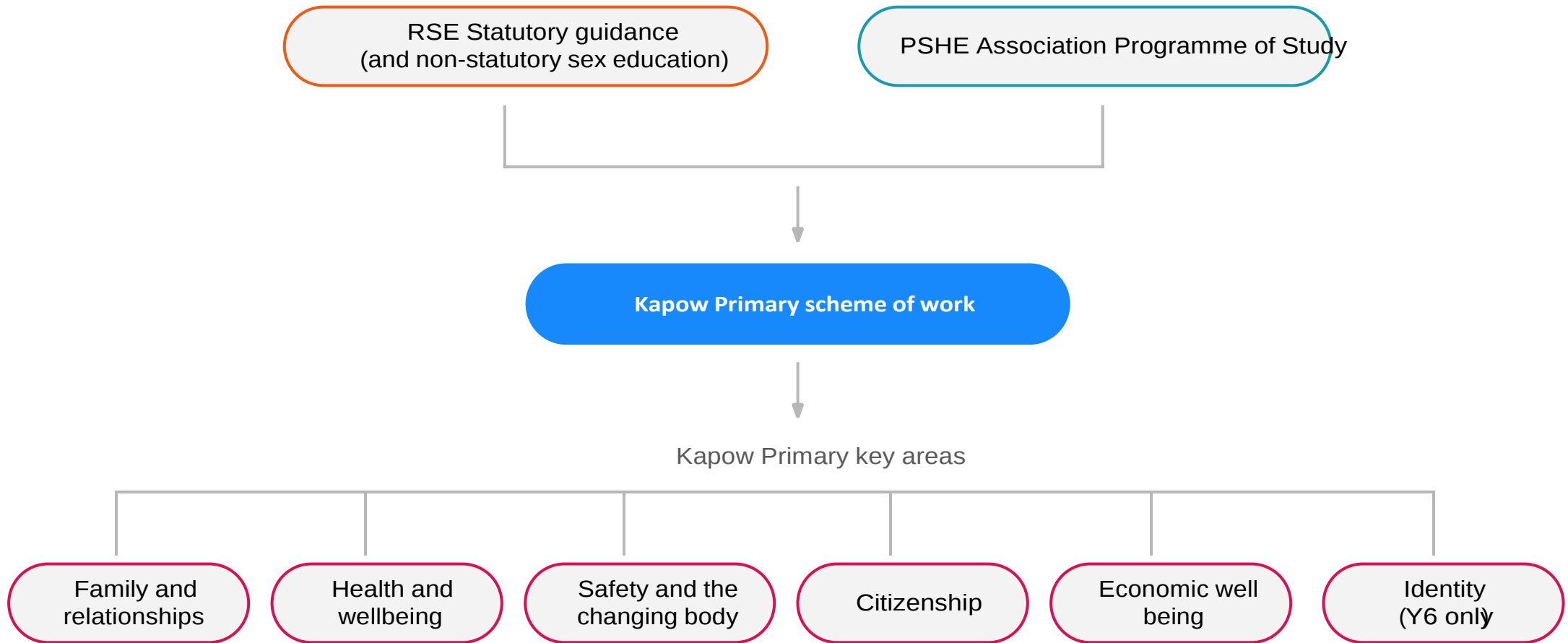
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Related resources:

If you are following our [Long-term plan - condensed](#) version, please see the corresponding [Progression of skills and knowledge - condensed](#).

If you are following our mixed-age curriculum for RSE & PSHE, please [see the Progression of skills and knowledge - mixed-age](#).

How is Kapow Primary's RSE & PSHE scheme of work organised?



Progression of skills and knowledge

Families and relationships

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Family	Learning how to talk about our families and discussing why we love them. Talking about people that hold a special place in my life.	To name and describe the different members of our families. To understand that all families are valuable and special.	Exploring how families are different to each other.	To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.	Understanding ways to show respect for different families. Understanding that families offer love, care and support.	To know that families can be made up of different people. To know that families may be different to my family.
Friendships	Developing strategies to help when sharing with others. Exploring what makes a good friend.	To know that we share toys so that everyone feels involved and no one feels left out or upset.	Exploring how friendship problems can be overcome. Exploring friendly behaviours.	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.	Understanding difficulties in friendships and discussing action that can be taken.	To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.

Progression of skills and knowledge

Families and relationships

Respectful relationships	Thinking about what it means to be a valued person. Exploring the differences between us that make each person unique. Considering the perspectives and feelings of others. Learning to work as a member of a team. Developing listening skills.	To understand that different people like different things. To understand that all people are valuable. To know that it is important to help, listen and support others when working as a team. To know that it is important to tell the truth.	Recognising how other people show their feelings. Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people.	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations.	To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs.
Change and loss	N/A	N/A	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Family	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.

Progression of skills and knowledge

Families and relationships

Friendships	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.
Respectful relationships	Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people. To understand some stereotypes related to age.	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.
Change and loss	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge

Progression of skills and knowledge

Families and relationships

Family	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
Friendships	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
Respectful relationships	Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect).	To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.
Change and loss	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.

Progression of skills and knowledge

Health and wellbeing

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily,	Learning how to wash my hands properly. Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for our teeth.
Physical health and wellbeing	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important. To know that yoga can help our bodies and minds relax,	Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.	To explain the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax.

Progression of skills and knowledge

Health and wellbeing

Mental wellbeing

Identifying how characters within a story may be feeling.

Identifying and expressing my own feelings.

Exploring coping strategies to help regulate emotions.

Exploring different facial expressions and identifying the different feelings they can represent.

Exploring ways to moderate behaviour, socially and emotionally.

Coping with challenge when problem solving.

To name some different feelings and emotions.

To know that I am a valuable individual.

To know that facial expressions can give us clues as to how a person is feeling.

To know that I can learn from my mistakes.

To know some strategies to calm down.

Identifying personal strengths and qualities.

Identifying different ways to manage feelings.

To know that strengths are things we are good at.

To know that qualities describe what we are like.

To know the words to describe some positive and negative emotions.

Exploring strategies to manage different emotions.

Developing empathy.

Identifying personal goals and how to work towards them.

Exploring the need for perseverance and developing a growth mindset.

Developing an understanding of self respect.

To know that we can feel more than one emotion at a time.

To know that a growth mindset means being positive about challenges and finding ways to overcome them.

Sub-strand

Year 3

Year 4

Skills

Knowledge

Skills

Knowledge

Health and prevention

Discussing why it is important to look after my teeth.

To understand ways to prevent tooth decay.

Developing independence in looking after my teeth.

To know key facts about dental health.

Progression of skills and knowledge

Health and wellbeing

Physical health and wellbeing

Learning stretches which can be used for relaxation.

Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.

To understand the positive impact relaxation can have on the body.

To know the different food groups and how much of each of them we should have to have a balanced diet.

Identifying what makes me feel calm and relaxed.

Learning visualisation as a tool to aid relaxation.

To know that visualisation means creating an image in our heads.

Mental wellbeing

Exploring my own identity through the groups I belong to.

Identifying my strengths and exploring how I use them to help others.

Being able to breakdown a problem into smaller parts to overcome it.

To understand the importance of belonging.

To understand what being lonely means and that it is not the same as being alone.

To understand what a problem or barrier is and that these can be overcome.

Exploring how my skills can be used to undertake certain jobs.

Explore ways we can make ourselves feel happy or happier.

Developing the ability to appreciate the emotions of others in different situations.

Learning to take responsibility for my emotions by knowing that I can control some things but not others.

Developing a growth mindset.

To know that different job roles need different skills and so some roles may suit me more than others.

To know that it is normal to experience a range of emotions.

To know that mental health refers to our emotional wellbeing, rather than physical.

To understand that mistakes can help us to learn.

To know who can help if we are worried about our own or other people's mental health.

Year 5

Year 6

Sub-strand

Skills

Knowledge

Skills

Knowledge

Progression of skills and knowledge

Health and wellbeing

Health and prevention

Developing independence for protecting myself in the sun.

To understand the risks of sun exposure.

Considering ways to prevent illness.

Identifying some actions to take if I am worried about my health or my friends' health.

To understand that vaccinations can give us protection against disease.

To know that changes in the body could be possible signs of illness.

Physical health and wellbeing

Understanding the relationship between stress and relaxation.

Considering calories and food groups to plan healthy meals.

Developing greater responsibility for ensuring good quality sleep.

To know that relaxation stretches can help us to relax and de-stress.

To know that calories are the unit that we use to measure the amount of energy certain foods give us.

To know that what we do before bed can affect our sleep quality.

Identifying a range of relaxation strategies and situations in which they would be useful.

Exploring ways to maintain good habits.

Setting achievable goals for a healthy lifestyle.

To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).

To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.

Progression of skills and knowledge

Health and wellbeing

Mental wellbeing

Taking responsibility for my own feelings.

To understand what can cause stress.

To understand that failure is an important part of success.

Exploring my personal qualities and how to build on them.

Developing strategies for being resilient in challenging situations.

To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).

To know the effects technology can have on mental health.

Progression of skills and knowledge

Safety and the changing body

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.	To know that some rules are in place to keep us safe. To know how to behave safely on the pavement and when crossing roads with an adult.	Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe.	To know that some types of physical contact are never appropriate. To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury.	Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.	To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely.
Drugs, alcohol and tobacco	N/A	N/A	Learning what is and is not safe to put in or on our bodies.	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.

Progression of skills and knowledge

Safety and the changing body

The changing adolescent body	N/A	N/A	N/A	N/A	N/A	To know the names of parts of my body including private parts.
Basic first aid	N/A	N/A	Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.	N/A	N/A

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Standard progression of knowledge and skills

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Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content.	To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake. To know the rules for being safe near roads.	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.	To understand that there are risks to sharing things online. To know the difference between private and public.

Progression of skills and knowledge

Safety and the changing body

Drugs, alcohol and tobacco	Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.	To understand that other people can influence our choices.	Discussing the benefits of being a non-smoker.	To understand the risks associated with smoking tobacco.
The changing adolescent body	N/A	N/A	Discussing some physical and emotional changes during puberty.	To understand the physical changes to both male and female bodies as people grow from children to adults.
Basic first aid	Learning what to do in a medical emergency, including calling the emergency services.	To know that bites or stings can sometimes cause an allergic reaction. To know that it is important to maintain the safety of myself and others, before giving first aid.	Learning how to help someone who is having an asthma attack.	To know that asthma is a condition which causes the airways to narrow.

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge

Progression of skills and knowledge

Safety and the changing body

Being safe (including online)	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.
Drugs, alcohol and tobacco	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
The changing adolescent body	Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
Basic first aid	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRSABC).

Progression of skills and knowledge

EYFS (Reception)		Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	To know that we have rules to keep everything fair, safe and enjoyable for everyone. To understand that we all have similarities and differences and that make us special. To know that we all have different beliefs and celebrate special times in different ways.	Recognising why rules are necessary and the consequences of not following rules. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.	To know the rules in school. To know that different pets have different needs. To understand the needs of younger children and that these change over time. To know that voting is a fair way to make a decision. To understand that people are all different and that this is a good thing.	Explaining why rules are in place in different settings. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment. Recognising the contribution people make to the local community.	To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To know some of the jobs people do to look after the environment in school and the local community. To understand how democracy works in school through the school council. To understand that different groups of people make different contributions to the community.

Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge

Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights. Discussing ways we can make a difference to recycling rates at home/school. Identifying local community groups and discussing how these support the community.	To understand the UN Convention on the Rights of the Child. To understand how recycling can have a positive impact on the environment. To know that the local council is responsible for looking after the local area. To know that elections are held where adults can vote for local councillors. To understand some of the consequences of breaking rules. To understand the role of charities in the community.	Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.	To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that reusing items is of benefit to the environment. To understand that councillors have to balance looking after local residents and the needs of the council. To know that there are a number of groups which make up the local community.
Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge
Explaining why reducing the use of materials is positive for the environment. Discussing how rights and responsibilities link. Exploring the right to a freedom of expression. Identifying the contribution people make to the community and how this is recognised. Developing an understanding of how parliament and Government work. Identifying ways people can bring about change in society.	To know what happens when someone breaks the law. To understand the waste hierarchy. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.	Learning about environmental issues relating to food. Discussing how education and other human rights protect us. Identifying causes which are important to us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.	To know that education is an important human right. To know that our food choices can affect the environment. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors.

Progression of skills and knowledge

				Economic wellbeing	
	Year 1		Year 2		Year 3
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Exploring how money is used by people.	To know that money is valuable and needs to be looked after.	Identifying the main features of bank account cards.	To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills.	credit card, online banking, and digital wallets.	To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.
Discussing how to keep money safe.	To know that money should be stored in a safe place to keep it secure and should not be displayed in public places.	Exploring personal skills and talents.	Considering pros and cons of payment methods.	To know that spending should be based on necessity, importance, and available budget.	
Discussing what to do if we find money.	To know that they should not show or give money to strangers.	Exploring the reasons why people choose certain jobs.	Contemplating budgeting benefits.	To know that budgeting is planning how to spend and save the money that you have available.	
Exploring choices people make about money.	To know that they can ask adults they know and trust about money and where to store it safely.	Identifying some ways to make an environment inclusive and fair.	Planning and calculating within a budget.	To know that money can cause us to have positive and negative feelings.	
Developing an understanding of how banks work.	To know that banks are places where we can store our money.	Reflecting on the importance of individuality and diversity.	Discussing attitudes and feelings about money.	To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet.	
Listening to descriptions of professions.	To know adults have jobs to help others and to earn money.	To know that many adults earn money by having a job.	Developing empathy in financial situations.	To know that different jobs contribute to our society in different ways.	
Thinking about questions they would like to ask others about their job.	To know that skills are things that we can do well and that everyone has different skills.	To know some basic needs for survival, such as food, water and shelter.	Handling negative financial emotions.	To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics.	
Describing what different people do in their jobs.	To know that different jobs need different skills.	To know that a bank account is like a special place in a bank that keeps money safe until it is needed.	Making ethical spending decisions.	To know that it is important to consider what they are good at and enjoy doing when choosing future careers.	
To know that people use money to buy things, including things they need and things they want.	Explaining adult money sources.	To know that a bank account card is like a special key that unlocks a bank account to access the money inside.	Assessing impact of spending choices.		
To know that coins and notes are types of money and have different values.	Identifying whether something is a want or need.	To know that a bank account card is like a special key that unlocks a bank account to access the money inside.	Reflecting on future job based on goals.		
To know that notes are higher in value than coins.	Comparing and contrasting 'wants' and 'needs'.	To know that saving money is when we keep some money and don't spend it straight away.	Challenging and understanding workplace stereotypes.		
To know that it is wrong to steal money.			Ranking factors influencing job choices.		
			To know that we can pay for things using cash, a debit card, a		

Progression of skills and knowledge

Progression of skills and knowledge				Economic wellbeing	
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Recognising value for money.	To know that people often earn interest when they keep savings in a bank account.	Seeking guidance for financial dilemmas.	To know that money can cause a range of emotions, from stress and anxiety when finances are tight, to happiness and excitement when they can afford something they want.	Identifying different forms of gambling and understanding their risks.	To know that at secondary school they may have to manage different types of expenses like lunches, travel costs, school materials, and social activities.
Understanding differing opinions on spending.	To know that earning interest is when the bank gives you some extra money as a reward for keeping your money with them.	Integrating factors to inform career decisions.	To know that their educational choices and personal interests can play a significant role in determining their future career options and opportunities.	Applying responsible gambling attitudes in real-world situations.	To know that gambling or betting is paying to play a game where you don't know if you will win more money or lose your money.
Recognising how to track money spent and saved.	To know that people often change jobs or careers multiple times in their lives.	To know that being 'in debt' or 'having debt' means that you have spent more money than you have and owe money to others or the bank.	To know that it is important to challenge work-related stereotypes to create a more inclusive and fair work environment.	Recognising various workplace environments and their characteristics.	To know that gambling can cause people to lose a lot of money and can be very addictive.
Understanding reasons for using a bank.	To know that stereotypes can be made on age, gender, culture, ability and interest and hobbies.	To know the difference between money earned (income) and money spent (expenditure).	Developing emotional intelligence related to financial matters.	Identifying career options in multiple sectors.	To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way.
Exploring how to safeguard money effectively.	Discussing money risks and management.	To know that borrowing money, like loans or credit, involves the responsibility to pay it back with interest.	Applying coping strategies for managing financial emotions.	Evaluating the suitability of different career paths.	
Identifying influences on job choices.	Making and prioritising budgets.	To know that when a bank or someone lends you money, they may ask you to pay back more than what you borrowed. The extra amount is the interest, which is like a fee for using someone else's money.	Assessing risks in both physical and digital financial environments.	Aligning career options with personal interests and strengths.	
Understanding careers can change.	Discussing money's role in career choices.	To know that they should be cautious about sharing financial information.	Implementing safeguarding measures for money in real-world scenarios.	To know that our emotions can be linked to money.	
Challenging workplace stereotypes.	Assessing loan and borrowing responsibilities and suitability.		Adapting to financial changes associated with transitioning to secondary school.	To know that an online scam is when someone uses the internet to trick or deceive people into giving away their money or personal information.	
To know that getting value for money involves considering the cost, usefulness and quality of items.	Implementing money safeguarding strategies.		Preparing personally for financial and career changes in secondary school.	To know that a secure password should have a combination of letters, numbers and special symbols and be kept secret from others.	
To know that purchases can be influenced by needs, wants, peer pressure, and advertising.	Navigating emotional implications in financial situations.				
© Copyright Kapow Pr		Standard progress			

Progression of skills and knowledge

Year 6 only	
Skills	Knowledge

Progression of skills and knowledge				Transition	
Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity.				To know that identity is the way we see ourselves and also how other people see us.	
Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Recognising our own strengths.	To understand that changes can be both positive and negative.	Identifying people who can help us when we are worried about changes.	To understand that change is part of life.	Learning strategies to deal with change.	To understand that change often brings about more opportunities and responsibilities.
Year 4		Year 5		Year 6	

Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Recognising our own achievements. Being able to set goals.	To know that setting goals can help us to achieve what we want.	Recognising own skills and how these can be developed.	To understand the skills needed for roles in school.	Exploring a greater range of strategies to deal with feelings associated with change.	To know that a big change can bring opportunities but also worries.

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This page shows recent updates that have been made to this document.

Date	Update
26.07.22	Knowledge statement removed on p.12 to reflect changes to lessons in Identity unit.
31.01.23	Addition of EYFS: Reception statements.
15.01.24	Updated the Economic wellbeing knowledge and skills statements (p. 15-16) to reflect the refreshed units on the website.
04.04.24	Updated colouring to match other subjects (Knowledge-grey, skills-white).

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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.
Respectful relationships	• 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.

TOPIC	PUPILS SHOULD KNOW
Online relationships	• 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.
Being safe	• 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 form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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	