



## Relationships and Sex Education (RSE) Policy

Updated: 12-25

Prepared by: SAC/KRD/TZL

Next Review: 12-26

Approved by: Governors

**This policy is in draft form until consultation with parents has taken place in January 2026.**

**This Policy applies throughout the School from the EYFS to Year 6.**

### **Purpose of the policy**

The purpose of this policy is to set out The Cavendish School's approach to teaching Relationships Education as part of the statutory curriculum, in line with the Department for Education's revised 2026 guidance:

[https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships\\_education\\_relationships\\_and\\_sex\\_education\\_and\\_health\\_education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf)

This ensures our provision remains inclusive, transparent and compliant with current statutory expectations.

Relationships Education at The Cavendish School is integral to our PSHE curriculum and reflects our commitment to the well-being, safety and personal development of every pupil. It equips girls with the knowledge, skills and confidence to form safe, healthy and respectful relationships both on and offline, preparing them for the opportunities, responsibilities and experiences of later life.

### **Development of the policy**

This policy was developed by Senior Leaders, RSE and PSHE Leads and involved consultation with staff, pupils, parents, governors and the wider school community. It reflects statutory guidance from the Department for Education (DfE, 2020; revised 2026).

Pupil voice is central to our approach: the School Council and class discussions contribute to shaping how Relationships Education is delivered to ensure it remains engaging, inclusive and relevant for our pupils. Parents and carers were invited to a consultation meeting and gave their views on what they wanted their children to be taught.

### **Links to other policies**

This policy links with the following Cavendish School policies:

- Anti-Bullying Policy for Pupils
- Behaviour Policy
- Curriculum and Teaching and Learning Policy
- Equal Opportunities Policy for Pupils
- IT & Acceptable Use Policy
- PSHE Policy
- Safeguarding and Child Protection Policy
- Science Subject Policy
- SEND Policy

## **Definition of Relationships Education**

Relationships Education is learning about the emotional, social and physical aspects of human relationships, family life, friendship and community. It develops pupils' understanding of healthy, respectful and safe relationships and equips them to recognise and respond to inappropriate or unsafe behaviours.

Under the 2026 RSE guidance, Relationships Education now explicitly includes content on online safety, privacy, change and loss (including bereavement) and body confidence.

## **Why teach Relationships Education at primary school?**

Relationships Education is a statutory part of the primary curriculum. At The Cavendish School, we believe it lays the foundations for emotional literacy, empathy, self-respect and respect for others. It helps pupils form positive relationships and develop the skills needed for wellbeing and safety in both real-world and digital contexts.

Through early and age-appropriate teaching, pupils learn how to recognise healthy relationships, manage change and emotions and navigate online interactions safely, including understanding misinformation, scams, digital footprints and online reputation.

## **Values promoted through Relationships Education**

We are committed to creating an inclusive environment that promotes diversity, equality and fundamental British Values (democracy, individual liberty, the rule of law and mutual respect and tolerance). Teaching Relationships Education will ensure that all children develop respect for others, tolerance and understanding of all aspects of diversity. We want all children to feel accepted in the society they are growing up in and for our girls to feel safe and motivated to make a difference to others.

The Cavendish School promotes the following values through Relationships Education:

- Respect for self and others
- Empathy, kindness and understanding
- Inclusion and equality, celebrating diversity and difference
- Prevention of bullying and gender stereotyping
- Responsibility, honesty and fairness in relationships
- The importance of family and community life
- Digital responsibility and online safety awareness

## **Aims for Relationships Education**

Our programme aims to ensure that pupils:

- Develop confidence to discuss feelings and relationships appropriately
- Understand and respect different types of families, including same-sex and blended families
- Recognise and challenge stereotypes, prejudice and online harms
- Understand consent, privacy and bodily autonomy
- Identify unsafe relationships or contact and know how to seek help
- Build resilience against online pressures, misinformation and harmful content

## **Content and organisation of the Programme**

Relationships Education is delivered through PSHE, Science, RE, assemblies and circle time. It is age-appropriate, inclusive and adapted to meet the needs of all pupils, including those with SEND.

Teachers use the Discovery Education Platform, which supports delivery through interactive media, discussion guides and real-world scenarios.

Online safety topics include recognising fake news and scams, understanding monetisation in gaming, managing screen time and reporting online abuse. Lessons also promote awareness of gender equality and the prevention of harassment or violence against women.

The Government guidance 'expects all pupils to have been taught LGBTQ+ content at a timely point as part of this area of the curriculum.' While we do not have specific LGBTQ+ lessons, our teaching helps children understand the society they are growing up in and promotes respect for diversity and difference.

These areas of learning are taught within the context of family life, ensuring there is no stigmatisation of children based on their home circumstances. Families may include single-parent families, LGBTQ+ parents, families headed by grandparents, blended families, adoptive parents and foster carers and other structures. We also reflect sensitively on the experiences of children with alternative support systems, such as looked-after children or young carers.

When learning about bullying and discriminatory language, children will be taught that these behaviours can arise from perceived differences, such as religion, race, disability, or sexual orientation, and how to challenge and prevent such behaviour.

Teaching themes include:

- E-safety
- Healthy bodies, healthy minds
- Relationships – friends and families (equality, diversity and inclusion)
- Being safe and understanding boundaries
- Change and loss

### **EYFS (ages 3-5)**

Children learn about the concept of male and female in humans and young animals. In ongoing Personal, Social and Education Development (PSED) in Reception and Nursery, they cultivate skills to form friendships and think about relationships with others, as well as develop sensitivity towards the feelings and needs of others.

### **Key Stage 1 (ages 5-7)**

Through work in science, pupils learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In religious education (RE) and PSHE, pupils reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin

to recognise the range of human emotions and ways to deal with them. They learn about safe vs unsafe touch, who keeps us safe, learning who to trust and saying 'no'.

As part of the 'Healthy Bodies, Healthy Minds' topic in PSHE, KS1 pupils will be encouraged to discuss the words they use for all areas of the body, including their genitalia. For safeguarding reasons, we also make reference to 'private parts'. The teacher will introduce the correct scientific vocabulary (e.g., breasts, vagina and penis) and use these words when appropriate. This is in line with our PSHE curriculum.

When learning about e-safety, they focus on digital balance. Understanding the need for screen breaks and the importance of following certain rules to remain safe.

### **Key Stage 2 (ages 7-11)**

In science, pupils build on their knowledge of life cycles and learn about the basic biology of human reproduction, including the birth of a baby (in Year 6). Pupils are taught about the physical, emotional and social changes at puberty, which include personal hygiene and menstruation.

In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. RSE focuses on the development of skills and attitudes, not just the acquisition of knowledge. As part of our PSHE curriculum, in Year 6, pupils will be taught about the impact of starting a family.

The School also teaches online safety as part of PSHE and computing lessons (See PSHE policy). Children learn how to use the internet safely and responsibly, how to recognise harmful or misleading content, and what to do if something online causes concern. As pupils approach Year 6, lessons include age-appropriate discussion of online risks such as image sharing, misinformation and negative online influences.

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure for answering sensitive or difficult questions. These ground rules will be discussed and agreed upon by all staff delivering the RSE curriculum. A successful distancing technique is the use of a 'question box'. All class teachers will have such boxes in their classrooms, where pupils can post questions anonymously if they wish. Teaching staff will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, they will answer the question individually, if not anonymously. They will let Head/DSL know if such a conversation is to take place. The conversation between the staff and pupil should then be recorded on CPOMS, where the Head/DSL will be alerted.

See Appendix 1 for a breakdown of the RSE topics covered in PSHE, science and computing.

### **Statutory elements of Relationships Education**

Relationships Education is compulsory in all primary schools under the Children and Social Work Act 2017 and the DfE RSHE statutory guidance (2026). The Cavendish School ensures all required elements are covered, including growth and development, naming body parts, a basic understanding of the life process of reproduction and the human life cycle, understanding families, friendships,

respectful relationships, online interactions, consent and personal safety. Parents do not have the right to withdraw from these lessons.

### **Sex Education and the right to withdraw (Year 6)**

The Cavendish School teaches limited, age-appropriate sex education within Year 6, extending beyond the statutory science curriculum to include human reproduction and conception. Parents and carers are fully informed and have the right to withdraw their child from this specific content. Parents should write to the Head and/or PSHE lead requesting that their daughter be withdrawn. Withdrawal is not, however, permitted from science-based or statutory relationships and health education.

Teaching focuses on factual biological knowledge, human development and respect within relationships. Gender identity is addressed factually and sensitively in accordance with the Equality Act 2010, ensuring all pupils understand protected characteristics and the law.

### **Confidentiality, safeguarding and child protection**

Effective RSE may prompt safeguarding disclosures. Staff will never promise confidentiality and must report concerns to the Designated Safeguarding Lead immediately, following the school's Child Protection procedures. All disclosures are recorded in CPOMS.

### **Assessing Relationships Education**

Assessment in Relationships Education forms part of PSHE assessment and focuses on pupils' understanding, engagement and reflection. Teachers assess RSE through ongoing class discussions, pupil voice activities and evidence from pupils' written work. Pupil voice in the form of pupil surveys and feedback are key tools for evaluating learning impact and identifying areas for improvement.

Our SENCOs also provide dedicated support to ensure every pupil has the opportunity to cover any RSE topics they may have missed, whether they were absent or new to the school. Additionally, if SEND pupils show a lack of understanding through their assessments, they will also have a follow-up session with one of our SENCOs.

### **Monitoring and evaluating RSE**

The PSHE and RSE Leads, together with the Senior Leadership Team, are responsible for monitoring and evaluating the implementation of this policy. Evaluation includes lesson observations, pupil feedback and staff reflection to ensure that delivery remains effective and inclusive.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

## **Engaging and involving parents**

The Cavendish School values the partnership between home and school in supporting children's education. Parents are informed about Relationships Education through letters, meetings and access to resources used in class. We also hold bi-yearly parent forums to update parents and carers about any curriculum changes. Parents are contacted prior to topics covering private body parts, puberty, menstruation and reproduction.

To ensure parents are informed and involved, we will:

- Consult parents when developing the Relationships Education Policy
- Publish the policy on the school website
- Provide a summary of the Relationships Education and Sex Education curriculum on the website
- Share curriculum updates about what will be taught
- Invite parents to meetings to explain the Relationships Education and Sex Education programmes

## **Disseminating the policy**

This policy is published on The Cavendish School website and is available upon request from the School Office. It is shared with all staff and visiting professionals who support the delivery of PSHE and RSE. Parents will be invited to a parent panel to discuss the policy when it is under review.

## **Roles and responsibilities**

- RSE Leads: Sarah Craven, Krystal Demetriou
- PSHE Lead: Krystal Demetriou
- Governor with a lead on RSE: Alice Gotto
- Designated Safeguarding Lead: Josie Hodgson

Senior Leaders, RSE and PSHE Leads oversee the implementation of Relationships Education and ensure staff are confident and trained to deliver the curriculum. Teachers are responsible for creating a safe and inclusive classroom environment where all pupils feel valued and respected. Pupils are encouraged to engage fully, demonstrating respect and empathy for others and parents are encouraged to support open dialogue about healthy relationships at home.

## APPENDIX 1 – THE PSHE CURRICULUM

### Year 1 Topics

E-Safety	<ul style="list-style-type: none"> <li>• Going Places Safely: Pupils will learn that they can go to exciting places online, but they need to follow certain rules to remain safe.</li> <li>• Computing Lessons: Keep It Private: Many websites ask for information that is private – discuss how to responsibly handle such requests.</li> <li>• Digital Balance (Intro): Learning why too much screen time isn't good for us.</li> </ul>
Healthy Bodies, Healthy Minds	<ul style="list-style-type: none"> <li>• Amazing bodies (<u>Discovery Education</u>): My amazing body, private body parts (introducing correct terminology), looking after our bodies.</li> <li>• Types of change (<u>discovery education</u>): Growing and changing</li> <li>• Healthy Eating: Why food keeps us healthy, basics of a balanced diet: why we eat, naming food groups, difference between “everyday foods” (fruit, veg, bread, rice, water, milk) and “treats” (sweets, crisps).</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Families – The importance of family (my family/our families)</li> <li>• Friends – Making friends and getting along (friends/kindness/sharing and turn-taking)</li> <li>• <i>Anti-Bullying Week</i></li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• Local Sustainability (Camden/London)</li> </ul>
Citizenship Fundamental British Values	<ul style="list-style-type: none"> <li>• Emergency Services</li> <li>• That there are a variety of faiths and other beliefs amongst the British population</li> <li>• What the democratic way of decision-making means</li> </ul>
Being Safe	<ul style="list-style-type: none"> <li>• “My body belongs to me”: safe vs unsafe touch, who keeps us safe, knowing who to trust, saying “no”.</li> </ul>
First Aid (INTRO)	<ul style="list-style-type: none"> <li>• Emergency awareness: how to call 999, who helps us (police, fire, ambulance).</li> </ul>
Economics Education	<ul style="list-style-type: none"> <li>• How to manage money: Value of coins and notes (MATHS), Keeping track of money</li> <li>• Becoming a critical consumer: Choices about saving and spending, Needs and wants</li> </ul>

## Year 2 Topics

E-Safety	<ul style="list-style-type: none"> <li>• Staying Safe Online: choosing websites that are good for them to visit and avoiding sites that are not appropriate for them.</li> <li>• Anti-bullying week focus: Exploring cyberbullying: what it means and what they can do when they encounter it.</li> <li>• Digital Balance: Understanding the need for screen breaks and time outdoors.</li> </ul>
Healthy Bodies, Healthy Minds	<ul style="list-style-type: none"> <li>• Staying Safe and Healthy: Healthy feelings, staying safe at home, feeling poorly</li> <li>• Types of change (<u>discovery education</u>): growing up and setting goals</li> <li>• Physical Health &amp; Fitness (Intro) – Fun and active play: moving our bodies helps us feel good, linking activity to sleep and mood.</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Families – The diversity of families (who makes up a family? Happy families/families of all kinds)</li> <li>• Friends – What makes a happy friendship? Personal boundaries/worries</li> <li>• <i>Anti-Bullying Week</i></li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• Local Sustainability (Camden/London)</li> </ul>
Citizenship Fundamental British Values	<ul style="list-style-type: none"> <li>• Emergency Services</li> <li>• In this country people have the freedom to hold a variety of faiths and beliefs</li> <li>• What the democratic way of decision-making means</li> </ul>
Being Safe	<ul style="list-style-type: none"> <li>• Secrets vs surprises: when it's not ok to keep a secret; identifying trusted adults.</li> </ul>
First Aid (BASIC SKILLS)	<ul style="list-style-type: none"> <li>• Minor first aid: cleaning a graze, putting on a plaster, asking for help from an adult.</li> </ul>
Economics Education	<ul style="list-style-type: none"> <li>• Managing risks and emotions associated with money: Looking after my money, Saving money</li> <li>• Understanding the important role money plays in our lives: Where my money comes from, how money developed</li> </ul>



### Year 3 Topics

E-Safety	<ul style="list-style-type: none"> <li>• Powerful passwords: explore reasons why people use passwords, learn about the benefits and how to make a strong and secure password.</li> <li>• Online communities and showing respect online: explore the concept that people can connect through the internet. What are the similarities and differences between in-person and online communications? How can we write clear and respectful messages?</li> <li>• Respecting Online Reputation: beginning to understand “digital footprints.”</li> </ul>
Healthy Bodies, Healthy Minds	<ul style="list-style-type: none"> <li>• Science lessons: Sleep, Food and Hygiene – The power of sleep, making healthy food choices (balanced diet, food groups), germs. Food groups (carbs, protein, fats, vitamins/minerals). Why breakfast is important, how sugar affects teeth.</li> <li>• Types of change (<u>discovery education</u>): Coping with feelings when things change (grief)</li> <li>• Science lessons: Physical Health &amp; Fitness - Exercise and growth: how activity builds healthy muscles, bones, and coordination.</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Families: Different Types of Committed Relationships – Commitment and marriage/Family changes (separation)</li> <li>• Friends: being a good friend (what makes a good friend? Personal space/resilience)</li> <li>• <i>Anti-Bullying Week</i></li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• National Sustainability</li> </ul>
Citizenship Fundamental British Values	<ul style="list-style-type: none"> <li>• What the democratic way of decision-making means. Differing views about right and wrong, but within the confines of English Law.</li> <li>• The Law - is designed to protect individuals and their wellbeing and safety.</li> </ul>
Being Safe	<ul style="list-style-type: none"> <li>• Everyday safety: road safety, recognising risks in play, stranger awareness.</li> </ul>
First Aid (PROGRESSION)	<ul style="list-style-type: none"> <li>• Science lessons: Basic responses: treating minor bumps/sprains, when to rest/ice.</li> </ul>
Economics Education	<ul style="list-style-type: none"> <li>• How to manage money: Ways to pay, Keeping records</li> <li>• Becoming a critical consumer: Decisions about saving and spending, spending and saving priorities</li> </ul>

## Year 4 Topics

E-Safety	<ul style="list-style-type: none"> <li>• Private and Personal Information: How can we protect ourselves from online identity theft? Pupils to think critically about the information they share online.</li> <li>• The Power of Words: to consider that they may get online messages that can make them feel angry, hurt, sad or fearful. They should identify actions that make them upstanders in the face of cyberbullying.</li> <li>• Introducing plagiarism: copying the work of others and presenting it as one's own. When is it ok to use the work of others?</li> <li>• Fake News Awareness (Intro): Not everything we read online is true.</li> </ul>
Healthy Bodies, Healthy Minds	<ul style="list-style-type: none"> <li>• Influences and personal choices: healthy influences, making healthy choices, dealing with feelings.</li> <li>• Types of change: Managing feelings of loss and grief</li> <li>• Physical Health &amp; Fitness – Physical health and inactivity: consequences of too much screen time, setting personal goals for activity.</li> <li>• In Science Lessons: Coping with change: Puberty and Hygiene</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Families and other relationships: different relationships: boundaries and behaviour; belonging; caring families.</li> <li>• Friends: solving friendship difficulties (qualities of a good friend, solving difficulties, personal boundaries and permission)</li> <li>• <i>Anti-Bullying Week</i></li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• National Sustainability</li> </ul>
Citizenship Fundamental British Values	<ul style="list-style-type: none"> <li>• Road Safety</li> <li>• What the democratic way of decision-making means. Advantages and disadvantages</li> <li>• The Law - The freedom to hold other faiths and beliefs is protected in Law.</li> </ul>
Being Safe	<ul style="list-style-type: none"> <li>• Privacy and respect: understanding private spaces and belongings, safe use of changing rooms/toilets, respecting others' boundaries.</li> </ul>
First Aid (PROGRESSION)	<ul style="list-style-type: none"> <li>• In Science Lessons: Common issues: dealing with nosebleeds, burns, scalds (get adult help immediately).</li> </ul>
Economics Education	<ul style="list-style-type: none"> <li>• Managing risks and emotions associated with money: Using accounts to keep money safe and save, lending and borrowing</li> <li>• Understanding the important role money plays in our lives: Earning money, helping others</li> </ul>

## Year 5 Topics

E-Safety	<ul style="list-style-type: none"> <li>Spam: pupils to learn what it is, the forms it takes and identify strategies for dealing with it.</li> <li>Powerful passwords revisited: explore reasons why people use passwords, learn about the benefits and how to make a strong and secure password.</li> <li>Picture Perfect: pupils to learn how photos can be altered digitally. Consider the creative upsides of photo alteration, as well as its power to distort perceptions of beauty and health.</li> <li>Digital Balance &amp; Wellbeing: managing screen time, noticing emotional impact of online use.</li> <li>Critical Thinking Online: questioning sources and online information.</li> </ul>
Healthy Bodies, Healthy Minds	<ul style="list-style-type: none"> <li>Valuing our bodies and minds: valuing ourselves; alcohol, tobacco and drugs; keeping well</li> <li>Healthy Eating: Critical thinking about food choices: advertising and media influence, reading packaging/labels, risks of too much sugar/fat/salt, hydration.</li> <li>Coping with Change: pupils further explore managing grief, including in response to bereavement</li> <li>In Science Lessons: Physical Health &amp; Fitness - Fitness for health: how movement strengthens the heart and lungs; sitting less, moving more.</li> <li>In Science and Class Teacher: Coping with change: Puberty and Emotions</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>Families/Committed relationships: What is love? Values of healthy relationships, diversity in relationships, commitment + <i>Anti-Bullying Week</i></li> <li>Friends: changing friendships (identity, peer pressure, emotional health and wellbeing)</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>Global Sustainability</li> </ul>
Citizenship Fundamental British Values	<ul style="list-style-type: none"> <li>Parliament and Government</li> <li>People who hold other faiths and beliefs - should be tolerated and their right to this should be respected</li> <li>What the democratic way of decision-making means, advantages and disadvantages</li> </ul>
Being Safe	<ul style="list-style-type: none"> <li>Consent (intro): understanding permission, how to say no, respecting others' choices; resisting pressure (friends, online).</li> </ul>
First Aid (Applied)	<ul style="list-style-type: none"> <li>In Science Lessons: Applied first aid: recovery position, asthma inhaler use, recognising an allergic reaction.</li> </ul>
Economics/Financial Education (intro)	<p>Introduction to money: what money is, different ways people earn, simple saving vs spending, needs vs wants.</p> <ul style="list-style-type: none"> <li>How to manage money: Foreign currency, Simple financial records</li> <li>Becoming a critical consumer: Influences on saving and spending, value for money</li> </ul>

## Year 6 Topics

E-Safety	<ul style="list-style-type: none"> <li>• Talking Safely Online: pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.</li> <li>• Cyberbullying: explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.</li> <li>• Stereotypes: explore how the media can play a powerful role in shaping our ideas about girls and boys. Identify messages about gender roles.</li> <li>• Digital Footprint: understanding long-term impact of what we share.</li> <li>• Algorithms &amp; Online Influence: why certain content is shown to us, recognising targeted advertising.</li> <li>• Consent Online: asking permission before posting photos or sharing info about others.</li> </ul>
Healthy Bodies, Healthy Minds	<ul style="list-style-type: none"> <li>• Try to be our best selves: being the best me; social media and our wellbeing; taking care of our mental health</li> <li>• Physical Health &amp; Fitness - Transition to secondary: keeping fit through choice (sports, dance, walking, cycling), lifelong habits for mental and physical health.</li> <li>• Healthy Eating - Long-term health: links between diet and wellbeing (heart health, diabetes, bone strength). Sensitively introduce body image issues (media vs reality).</li> <li>• Coping with change: coping with emotional effects of life changes.</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Friends: relationships and feelings (personal safety, relationships and change; wider emotions) + <i>Anti-Bullying Week</i></li> <li>• Science lessons: Starting a family (sex education): the impact of having a baby, when is it right?</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• Global Sustainability</li> </ul>
Citizenship Fundamental British Values	<ul style="list-style-type: none"> <li>• Parliament and Government</li> <li>• That there are a variety of faiths and other beliefs amongst the British population and the freedom to hold other faiths and beliefs is protected in law as long as the expression of these views also stays within the law.</li> <li>• What the democratic way of decision-making means advantages and disadvantages. Other forms of government around the world.</li> <li>• Discrimination and the importance of it being combatted.</li> </ul>
Being Safe	<ul style="list-style-type: none"> <li>• Advanced safeguarding: what to do if something feels unsafe at home, online, or in the community. Legal rights around protection from abuse and discrimination.</li> </ul>
First Aid (Advanced Primary)	<ul style="list-style-type: none"> <li>• Science lessons: Advanced basics: how to check for breathing, CPR introduction (compressions only), choking response, contacting emergency services clearly.</li> </ul>

Economics/Financial Education (Progression)	<p>Budgeting basics: planning for a goal, saving, borrowing (responsible/unwise choices), understanding value of money in everyday life.</p> <ul style="list-style-type: none"> <li>Managing risks and emotions associated with money: Protecting my money, Saving and borrowing</li> <li>Understanding the important role money plays in our lives: Links between work and money, Wider communities</li> </ul>
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#### **Consent education (integrated in "being safe" + "relationships")**

- KS1 – Understanding permission in play (sharing toys, saying no politely)
- Lower KS2 – Respecting boundaries (personal space, physical contact)
- Upper KS2 – Consent in friendships and relationships, resisting pressure (online/offline), knowing it's always ok to say no

#### **Digital literacy/online harms (strengthened across E-Safety)**

Moving beyond "cyberbullying" to include:

- Spotting fake news (UK Safer Internet guidance)
- Influence of algorithms
- Digital balance (screen time vs well-being)
- Online reputation and footprints