



Relationships Education, Relationships and Sex Education (RSE) and Health Education Curriculum

Synopsis

- This curriculum has been developed in line with statutory guidance (September 2020) in order for pupils to make informed decisions about their wellbeing to create a happy and successful adult life.
- High quality, evidence-based and age-appropriate teaching of RSE can help prepare pupils for the opportunities, responsibilities and experiences of adult life as well as enabling schools to promote the spiritual, moral, social, cultural, mental and physical developments of pupils.
- The Relationships Education, Relationships and Sex Education and Health Education (England) 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all primary aged children. Health Education is also compulsory in all schools.
- Schools are free to determine how to deliver the curriculum in the context of a broad and balanced curriculum as part of a timetabled PSHE programme or through different curricular models for delivery. It is important not to duplicate content covered in National Curriculum Subjects such as Citizenship, Science, Computing or P.E.
- LGBT:
 - Schools should ensure that the needs of all pupils are appropriately met understanding the importance of equality and respect.
 - Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content.
 - Teaching of LGBT should ensure the content is fully integrated into their programmes of study rather than delivered as a stand-alone unit or lesson. All pupils should have been taught LGBT content at a timely point.
- All schools must have a written policy for Relationships Education and RSE written in consultation with parents reflecting the community and published on the school's website. This policy should:
 - Define relationships education.
 - Set out the subject content, how it is taught and who is responsible for it.
 - Describe how the subject is monitored and evaluated.
 - Include information to clarify why parents do not have a right to withdraw their child.
 - Confirm the date by which the policy will be reviewed.
- Headteachers will automatically grant a request to withdraw a pupil from RSE in primary school other than as part of the science curriculum and it is the school's responsibility to provide appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships or Health Education.
- Sex Education is not compulsory in primary schools.

Resources

- eLIM Education Technology for online safety lessons (appropriate age group)
- Twinkl PSHE planning (appropriate age group) - this also covers Citizenship and British Values objectives (see below for full Programmes of Study)

Relationships Education

Pupils should know:

Families and people who care for me.	<ul style="list-style-type: none"> • Families are important for children growing up because they can give love, security and stability. • Characteristics of 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. • 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. • Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships.	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • Characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • Healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. • 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.	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them 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. • Conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • 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 (reporting to an adult) and how to get help. • What a stereotype is and how they can be unfair, destructive or negative. • The importance of permission-seeking and giving in relationships with friends, peers and adults.

Relationships Education (cont'd) Pupils should know:	
Online relationships:	<ul style="list-style-type: none"> • People sometimes behave differently online including by pretending to be someone they are not. • 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. • Rules and principles for keeping safe online; how to recognise risks, harmful content and contact and how to report them. • How to crucially 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:	<ul style="list-style-type: none"> • What sort of boundaries are appropriate in friendships with peers and others (including digital content) • The concept of privacy and the implications of it for both children and adults: including it is not always right to keep secrets if they relate to being safe. • 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 (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.
Physical Health and Mental Wellbeing Pupils should know:	
Mental Wellbeing	<ul style="list-style-type: none"> • Mental wellbeing is a normal part of daily life in the same way as physical health. • There is a normal range of emotions (happiness, sadness, fear, anger, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions; including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is proportionate and appropriate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques; including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • Bullying has a negative and often lasting impact on mental wellbeing.

Physical Health and Mental Wellbeing (cont'd)

Pupils should know:

Mental Wellbeing (cont'd)	<ul style="list-style-type: none">• Where and how to seek support including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions.• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available.
Internet Safety and Harms	<ul style="list-style-type: none">• For most people the internet is an integral part of life and has many benefits.• The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and importance of keeping personal information private. Why social media, some computer games and online gaming are age restricted.• The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place which can have a negative impact on mental health.• How to be a discerning consumer of information online including understanding that information is ranked, selected and targeted.• Where and how to report concerns and get support with issues online.
Physical Health and Fitness	<ul style="list-style-type: none">• Characteristics and mental and physical benefits of an active lifestyle.• Importance of building regular exercise into daily and weekly routines and how to achieve this - e.g. walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.• The risks associated with an inactive lifestyle (including obesity)• How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<ul style="list-style-type: none">• What constitutes a healthy diet (including understanding calories and other nutritional content)• The principles of planning and preparing a range of healthy meals.• The characteristics of a poor diet and risks associated with unhealthy eating (including obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	<ul style="list-style-type: none">• The facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug-taking.

Physical Health and Mental Wellbeing (cont'd)

Pupils should know:	
Health and Prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness such as weight loss or unexplained changes to the body. • About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing. • Facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid - e.g. dealing with common injuries including head injuries.
Changing Adolescent Body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 - 11 including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Coverage 2021 - 2022						
Twinkl PSHE & Citizenship Overviews						
Year 1	Aiming High	TEAM	KSI Britain	Be Yourself	It's My Body	Money Matters
Year 2	Safety First	Think Positive	Respecting Rights	VIPs	One World	Growing Up
Year 3	Aiming High	TEAM	Britain	Be Yourself	It's My Body	Money Matters
Year 4	Safety First	Think Positive	Respecting Rights	VIPs	One World	Growing Up
Year 5	Aiming High	TEAM	Britain	Be Yourself	It's My Body	Money Matters
Year 6	Safety First	Think Positive	Respecting Rights	VIPs	One World	Growing Up

Coverage 2022 - 2023						
Twinkl PSHE & Citizenship Overviews						
Year 1	Aiming High	TEAM	KSI Britain	Be Yourself	It's My Body	Money Matters
Year 2	Safety First	Think Positive	Respecting Rights	VIPs	One World	Growing Up
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Year 4	Safety First	Think Positive	Respecting Rights	VIPs	One World	Growing Up
Year 5	Aiming High	TEAM	Britain	Be Yourself	It's My Body	Money Matters
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AIMING HIGH	1	2	3	4	5	6
Year 1	Star Qualities	Positive Learners	Bright Futures	Jobs For All	Going For Goals	Looking Forward
Year 3	Achievements	Goals	Always Learning	Jobs & Skills	No Limit!	When I Grow Up
Year 5	You Can Achieve Anything!	Breaking Down Barriers	Future Focus	Equal Opportunities	Innovation & Enterprise	Onwards & Upwards

TEAM	1	2	3	4	5	6
Year 1	Together Everyone Achieves More	Listening	Being Kind	Bullying & Teasing	Brilliant Brains	Making Good Choices
Year 3	A New Start	Together, Everyone Achieves More	Working Together	Being Considerate	When Things Go Wrong	Responsibilities
Year 5	Together Everyone Achieves More	Communicate	Collaborate	Compromise	Care	Shared Responsibilities

BRITAIN	1	2	3	4	5	6
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Year 1	My School	My Community	My Neighbourhood	My Country	British People	What Makes Me Proud of Britain?
Year 3	Living In Britain	Democracy	Rules, Laws & Responsibilities	Liberty	Tolerance & Respect	What Does It Mean To Be British?
Year 5	Identities	Communities	Respecting The Law	Local Government	National Government	Making A Difference

BE YOURSELF	1	2	3	4	5	6
Year 1	Marvellous Me	Feelings	Things I Like	Uncomfortable Feelings	Changes	Speak Up!
Year 3	Pride	Feelings	Express Yourself	Know Your Mind	Media-Wise	Making It Right
Year 5	You Are Unique	Let It Out!	Uncomfortable Feelings	The Confidence Trick	Do The Right Thing	Making Amends

IT'S MY BODY	1	2	3	4	5	6
Year 1	My Body, My Business	Active & Asleep	Happy Healthy Food	Clean As A Whistle	Should I Eat It?	I Can Choose
Year 3	My Body, My Choice	Fit As A Fiddle	Good Night, Good Day	Cough, Splutter, Sneeze	Drugs: Healing or Harmful?	Choices Everywhere
Year 5	Your Body Is Your Own	Sleep Well, Be Well	Taking Care Of Our Changing Bodies	Harmful Substances	How We Think & Feel About Our Bodies	Healthy Choices

MONEY MATTERS	1	2	3	4	5	6
Year 1	Money	Keep It Safe	Save Or Spend?	Want Or Need?	Look After It	Going Shopping
Year 3	Where Does Money Come From?	Ways To Pay	Lending & Borrowing	Priorities	Advertising	Keeping Track
Year 5	Look After It!	Critical Consumers	Value For Money	Budgeting	Borrowing & Saving	Money In The Wider World

SAFETY FIRST	1	2	3	4	5	6
Year 2	Keeping Safe	Staying Safe At Home	Staying Safe Outside	Staying Safe Online	The Underwear Rule	People Who Can Help
Year 4	New Responsibilities	Risks, Hazards & Dangers	Under Pressure	Road Safety	Dangerous Substances	Stay Safe Online
Year 6	You Are Responsible	What Are The Risks?	Making Your Mind Up	In An Emergency	Keep IT Safe	Click Safe, Click Happy

THINK POSITIVE	1	2	3	4	5	6
Year 2	Think Happy, Feel Happy!	It's Your Choice	Go-Getters!	Let It Out	Be Thankful!	Be Mindful
Year 4	Happy Minds, Happy People	Thoughts & Feelings	Changes	Keep Calm & Relax	You're The Boss	Always Learning
Year 6	The Cognitive Triangle	Thoughts Are Not Facts	Facing Your Feelings	Choices & Consequences	Being Present	Yes I Can!

RESPECTING RIGHTS	1	2	3	4	5	6
Year 2	Rights	Protecting Our Rights	Respecting Others	Everybody's Different	Is It Fair?	Taking Part
Year 4	Rights	Are All Rights Equal?	Rules	Rights Without Responsibilities	Respect	Are We So Different?
Year 6	Know Your Rights	Do Human Rights Apply To Everyone?	Are Everyone's Rights Met?	Are You Rights-Respecting?	Do Human Rights Change	Human Rights Heroes

VIPs	1	2	3	4	5	6
Year 2	Who Are Your VIPs?	Families	Friends	Falling Out	Working Together	Showing You Care
Year 4	Making Friends	Staying Friends	Is This A Good Friend?	Falling Out	Bullying	Anti-Bullying
Year 6	Family & Friends	Think Before You Act	It's OK To Disagree	You Decide	Secrets	False Friends

ONE WORLD	1	2	3	4	5	6
Year 2	Families	Homes	Schools	Environments	Resources	Planet Protectors
Year 4	Chiwa & Kwende	Chiwa's Dilemma (1 & 2)		Chiwa's Sugar	Chiwa's World	Charity for Chiwa
Year 6	Global Citizens	Global Warming	Energy	Water	Biodiversity	In Our Hands

GROWING UP	1	2	3	4	5	6
Year 2	Our Bodies	Is It OK?	Pink & Blue	Look At Me Now!	Getting Older	Changes
Year 4	Human Reproduction	Changes in Boys	Changes in Girls	Changing Emotions	Relationships & Families	Where Do I Come From?
Year 6	Changing Bodies	Emotional Changes	Just The Way You Are	Relationships	Let's Talk About Sex	Human Reproduction

