**What your children will be taught within the Relationships and Sex Education elements of the PSHE curriculum in each class:**

**Overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year group** | Families and friendships | Safe relationships | Respecting ourselves and others | Growing and changing |
| R/1 | *Roles of different people; families; feeling cared for* | *Recognising privacy; staying safe; seeking permission* | *How behaviour affects others; being polite and respectful* | *Recognising what makes them unique and special; feelings; managing when things go wrong* |
| 2 | *Making friends; feeling lonely and getting help* | *Managing secrets; resisting pressure and getting help; recognising hurtful behaviour* | *Recognising things in common and differences; playing and working cooperatively; sharing opinions* | *Growing older; naming body parts\*; moving class or year* |
| 3/4 | *What makes a family; features of family life; Positive friendships, including online* | *Personal boundaries; safely responding to others; the impact of hurtful behaviour; responding to hurtful behaviour; managing confidentiality; recognising risks online* | *Recognising respectful behaviour; the importance of self-respect; courtesy and being polite; respecting differences and similarities; discussing difference sensitively* | *Personal strengths and achievements; managing and reframing setbacks* |
| 5/6 | *Managing friendships and peer influence; attraction to others; romantic relationships; civil partnership and marriage* | *Physical contact and feeling safe; recognising and managing pressure; consent in different situations* | *Responding respectfully to a wide range of people; recognising prejudice and discrimination; expressing opinions and respecting other points of view, including discussing topical issues* | *Personal identity; recognising individuality and different qualities; mental wellbeing* |
| 5 only | N/A | N/A |  | *Physical and emotional changes in puberty\*; external genitalia\*; personal hygiene routines; support with puberty\** |
| 6 only | N/A | N/A | N/A | *Human reproduction and birth\*; increasing independence\*; managing transitions* |

\*sex education elements of the PSHE curriculum for which parents have a right of withdrawal

**Reception / Year 1 (Chaucer class)**

**Families and friendships: Roles of different people; families; feeling cared for**

• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers

• the role these different people play in children’s lives and how they care for them

• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.

• about the importance of telling someone — and how to tell them — if they are worried about something in their family

**Safe relationships: Recognising privacy; staying safe; seeking permission**

• about situations when someone’s body or feelings might be hurt and whom to go to for help

• about what it means to keep something private, including parts of the body that are private

• to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)

• how to respond if being touched makes them feel uncomfortable or unsafe

• when it is important to ask for permission to touch others

• how to ask for and give/not give permission

**Respecting ourselves and others: How behaviour affects others; being polite and respectful**

• what kind and unkind behaviour mean in and out school

• how kind and unkind behaviour can make people feel

• about what respect means

• about class rules, being polite to others, sharing and taking turns

**Growing and changing:** **Recognising what makes them unique and special; feelings; managing when things go wrong**

• to recognise what makes them special and unique including their likes, dislikes and what they are good at

• how to manage and whom to tell when finding things difficult, or when things go wrong

• how they are the same and different to others

• about different kinds of feelings

• how to recognise feelings in themselves and others

• how feelings can affect how people behave

**Year 2 (Roet class)**

**Families and friendships:** **Making friends; feeling lonely and getting help**

• how to be a good friend, e.g. kindness, listening, honesty

• about different ways that people meet and make friends

• strategies for positive play with friends, e.g. joining in, including others, etc.

• about what causes arguments between friends

• how to positively resolve arguments between friends

• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else

**Safe relationships: Managing secrets; resisting pressure and getting help; recognising hurtful behaviour**

• how to recognise hurtful behaviour, including online

• what to do and whom to tell if they see or experience hurtful behaviour, including online

• about what bullying is and different types of bullying

• how someone may feel if they are being bullied

• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help

• how to resist pressure to do something that feels uncomfortable or unsafe

• how to ask for help if they feel unsafe or worried and what vocabulary to use NSPCC

**Respecting ourselves and others: Recognising things in common and differences; playing and working cooperatively; sharing opinions**

• about the things they have in common with their friends, classmates, and other people

• how friends can have both similarities and differences

• how to play and work cooperatively in different groups and situations

• how to share their ideas and listen to others, take part in discussions, and give reasons for their views

**Growing and changing: Growing older; naming body parts; moving class or year**

• about the human life cycle and how people grow from young to old

• how our needs and bodies change as we grow up

• to identify and name the main parts of the body including external genitalia

• about change as people grow up, including new opportunities and responsibilities

• preparing to move to a new class and setting goals for next year

**Year 3/4 (Burghesh class)**

The aspects of the RSE curriculum listed below are taught to both Year 3 and 4 collectively over a two-year cycle (Year A and Year B).

**Families and friendships: What makes a family; features of family life**; **Positive friendships, including online**

YEAR A

• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents

• that being part of a family provides support, stability and love

• about the positive aspects of being part of a family, such as spending time together and caring for each other

• about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty

• to identify if/when something in a family might make someone upset or worried

• what to do and whom to tell if family relationships are making them feel unhappy or unsafe

YEAR B

• about the features of positive healthy friendships such as mutual respect, trust and sharing interests

• strategies to build positive friendships

• how to seek support with relationships if they feel lonely or excluded

• how to communicate respectfully with friends when using digital devices

• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know

• what to do or whom to tell if they are worried about any contact online

**Safe relationships: Personal boundaries; safely responding to others; the impact of hurtful behaviour**; **responding to hurtful behaviour; managing confidentiality; recognising risks online**

YEAR A

• What is appropriate to share with friends, classmates, family and wider social groups including online

• about what privacy and personal boundaries are, including online

• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision

• that bullying and hurtful behaviour is unacceptable in any situation

• about the effects and consequences of bullying for the people involved

• about bullying online, and the similarities and differences to face-to-face bullying

• what to do and whom to tell if they see or experience bullying or hurtful behaviour

YEAR B

• to differentiate between playful teasing, hurtful behaviour and bullying, including online

• how to respond if they witness or experience hurtful behaviour or bullying, including online

• recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable

• how to manage pressures associated with dares

• when it is right to keep or break a confidence or share a secret

• how to recognise risks online such as harmful content or contact

• how people may behave differently online including pretending to be someone they are not

• how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online

**Respecting ourselves and others: Recognising respectful behaviour; the importance of self-respect; courtesy and being polite; respecting differences and similarities; discussing difference sensitively**

YEAR A

• to recognise respectful behaviours e.g. helping or including others, being responsible

• how to model respectful behaviour in different situations e.g. at home, at school, online

• the importance of self-respect and their right to be treated respectfully by others

• what it means to treat others, and be treated, politely

• the ways in which people show respect and courtesy in different cultures and in wider society

YEAR B

• to recognise differences between people such as gender, race, faith

• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations

• about the importance of respecting the differences and similarities between people

• a vocabulary to sensitively discuss difference and include everyone

**Growing and changing: Personal strengths and achievements; managing and reframing setbacks**

YEAR A and B

• that everyone is an individual and has unique and valuable contributions to make

• to recognise how strengths and interests form part of a person’s identity

• how to identify their own personal strengths and interests and what they’re proud of (in school, out of school)

• to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues

• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again

**Year 5/6 (De La Pole class)**

**Families and friendships: Managing friendships and peer influence**; **attraction to others; romantic relationships; civil partnership and marriage**

YEAR A

• what makes a healthy friendship and how they make people feel included

• strategies to help someone feel included

• about peer influence and how it can make people feel or behave

• the impact of the need for peer approval in different situations, including online

• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication

• that it is common for friendships to experience challenges

• strategies to positively resolve disputes and reconcile differences in friendships

• that friendships can change over time and the benefits of having new and different types of friends

• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable

• when and how to seek support in relation to friendships

YEAR B

• what it means to be attracted to someone and different kinds of loving relationships

• that people who love each other can be of any gender, ethnicity or faith

• the difference between gender identity and sexual orientation and everyone’s right to be loved

• about the qualities of healthy relationships that help individuals flourish

• ways in which couples show their love and commitment to one another, including those who are not married or who live apart

• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults

• that people have the right to choose whom they marry or whether to get married

• that to force anyone into marriage is illegal

• how and where to report forced marriage or ask for help if they are worried

**Safe relationships: Physical contact and feeling safe; recognising and managing pressure; consent in different situations**

YEAR A

• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations

• how to ask for, give and not give permission for physical contact

• how it feels in a person’s mind and body when they are uncomfortable

• that it is never someone’s fault if they have experienced unacceptable contact

• how to respond to unwanted or unacceptable physical contact

• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about

• whom to tell if they are concerned about unwanted physical contact

YEAR B

• to compare the features of a healthy and unhealthy friendship

• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong

• strategies to respond to pressure from friends including online

• how to assess the risk of different online ‘challenges’ and ‘dares’

• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable

• how to get advice and report concerns about personal safety, including online

• what consent means and how to seek and give/not give permission in different situations

**Respecting ourselves and others: Responding respectfully to a wide range of people; recognising prejudice and discrimination; expressing opinions and respecting other points of view, including discussing topical issues**

YEAR A

• to recognise that everyone should be treated equally

• why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia

• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment

• the impact of discrimination on individuals, groups and wider society

• ways to safely challenge discrimination

• how to report discrimination online

YEAR B

• about the link between values and behaviour and how to be a positive role model

• how to discuss issues respectfully

• how to listen to and respect other points of view

• how to constructively challenge points of view they disagree with

• ways to participate effectively in discussions online and manage conflict or disagreements

**Growing and changing: Personal identity; recognising individuality and different qualities; mental wellbeing**

YEAR A and B (taught collectively to Year 5 and 6 together)

• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes

• that for some people their gender identity does not correspond with their biological sex

• how to recognise, respect and express their individuality and personal qualities

• ways to boost their mood and improve emotional wellbeing

• about the link between participating in interests, hobbies and community groups and mental wellbeing

*\*The following aspects of the ‘growing and changing’ element of the PHSE curriculum are taught separately to Year 5 and 6 on an annual basis\**

***Year 5:***

**Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty**

• how to identify external genitalia and reproductive organs

• about the physical and emotional changes during puberty

• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams

• strategies to manage the changes during puberty including menstruation

• the importance of personal hygiene routines during puberty including washing regularly and using deodorant

• how to discuss the challenges of puberty with a trusted adult

• how to get information, help and advice about puberty

***Year 6:***

**Human reproduction and birth; increasing independence; managing transitions**

• to recognise some of the changes as they grow up e.g. increasing independence

• about what being more independent might be like, including how it may feel

• about the transition to secondary school and how this may affect their feelings

• about how relationships may change as they grow up or move to secondary school

• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school

• identify the links between love, committed relationships and conception

• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults

• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb

• that pregnancy can be prevented with contraception

• about the responsibilities of being a parent or carer and how having a baby changes someone’s life