

Relationships and Sexual Education 2021

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Families and Friendships** | **Families and People Who Care For Me** | * Understand that families can include a range of different people
* To know that families are important for children growing up
 | * To know that families offer love, care, and support
* To know that families can be made up of different people who are related to each other.
 | * To understand that being part of a family provides support, stability and love
* To know that a positive family life includes shared experiences.
* To know that problems can occur in families and that there is help available
 | * To understand that families are varied and that they should respect those differences
* To know that stable, caring relationships are at the heart of happy families and are important for children’s security as they grow up
 | * To learn what marriage/civil partnerships are
* To understand that sometimes families can make children feel unhappy or unsafe and there is help available
 | * To know that people who love each other can be of any gender, ethnicity or faith
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| **Caring Friendships** | * To begin to understand how important positive friendships are
* To begin to understand how people choose and make friends
 | * To learn about the characteristics of friendships
* To know that healthy friendships are positive and welcoming
* To learn that friendships can have difficulties that can be sorted
 | * To explore ways to build good friendships
* To explore ways to resolve friendship problems
* To recognise bullying
 | * To explore physical and emotional elements of friendships
* To be aware that friendships have ups and downs that can be worked through
* To understand why people bully
 | * To be aware that the ups and downs in friendships can be worked through to repair/strengthen them
* To understand the impact of bullying
 | * To recognise who to trust and who not to trust
* To judge when a friendship is making them feel uncomfortable and how to manage this and who to seek advice from
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| **Respectful Relationships** | * To learn to recognise how people show their feelings
* To learn how to care and help others
 | * To begin to explore how my actions and behaviour affect others
* To explore the conventions of manners
 | * To develop an understanding of self-respect
* To understand what trust is and who I can trust
* To understand the importance of respecting others
 | * To understand the importance of respecting others who make different choices or have different preferences or beliefs
* To know how to be respectful and courteous
 | * To know to be treated with respect by others and to show others respect including those in positions of authority
* To learn what a stereotype is and the effects stereotyping can have
 | * To learn that stereotyping can be unfair, negative or destructive
* To learn the importance of permission seeking and giving in relationships
* To understand that everyone deserves to be respected but that respect can be lost
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| **Online Relationships** | * To understand how to respond appropriately to adults in a range of settings
 | * To understand that people sometimes behave differently online
 | * To understand that the same principles apply to online relationships as to face to face relationships including respect
* Recognise and respond to cyberbullying
 | * To know the rules for keeping safe online
* To know where to get help if I need to
 | * To develop an understanding of how to ensure relationships online are safe
* To recognise online risks
 | * To understand how information and data is shared and used online
* To explore online relationships and how to deal with problems
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| **Health and Wellbeing** | **Mental Wellbeing** | * To understand my strengths and qualities
* To be able to understand and describe feelings and emotions
 | * To recognise there is an increasing range of emotions that humans experience in relation to different experiences and situations
* To recognise that mental wellbeing is a normal part of daily life
 | * To be able to identify personal goals
* To explore my strengths
* To explore my identity
* To judge whether what they are feeling and how they are behaving is appropriate
* To develop a growth mindset
 | * To develop greater empathy
* To appreciate the emotions of others
* To learn to take responsibility for my own emotions
 | * To appreciate the benefits of self-care techniques including physical exercise, community participation and rest
* To understand what causes stress and how it is important to discuss and share problems to help manage my feelings
* To understand that bullying has a negative effect on wellbeing
 | * To know how to get support if they are worried about their own or someone else’s mental wellbeing
* To develop strategies for being resilient in challenging situations
* To understand the positives and negatives of the internet and its impact on mental wellbeing
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| **Physical Health and Fitness** | * To know the importance of regular exercise
* To understand the importance of sleep
 | * To understand the importance of exercise and its effect on the body
* To build regular exercise into daily and weekly routines
 | * To develop a healthy lifestyle with a balance of exercise, balanced diet and rest
* To understand the risks associated with an inactive lifestyle and poor diet
 | * To explore different techniques to feel calm and relaxed
* To continue to have a healthy lifestyle including exercise, a healthy diet and rest
 | * To understand the benefits of a good night’s sleep and to develop a greater responsibility for ensuring this
* To understand the relationship between stress and relaxation and exploring techniques to help
 | * To understand that I have a responsibility to look after my overall health
* To understand the factors which contribute to my physical and mental health
* To know who is available to help if they are worried about their physical health and wellbeing
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| **Healthy Eating** | * To begin to know what makes a healthy diet
 | * To know what makes a healthy diet
 | * To be aware of different food groups and the amounts I should eat to maintain a balanced diet
 | * To be aware of how to plan a range of healthy meals
 | * To be aware of how to plan and prepare a range of healthy meals
 | * To understand the consequences of a poor diet and the risks associated with unhealthy eating
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| **Health and Prevention** | * To understand the importance of hand hygiene
* To understand how to stay safe in the sun
 | * To know about safe and unsafe exposure to the sun
* To develop an understanding of how to look after my teeth
 | * To know about good dental health
* To recognise that a lack of sleep can effect, weight, mood and ability to learn
 | * To develop independence in looking after my teeth
* To know about personal hygiene and the importance of handwashing
 | * To begin to recognise early signs of physical illness and the actions that can be taken
* To understand how to reduce the risk of sun damage
 | * To understand the ways of preventing illness and the benefits of immunisation
* To know about the facts and science relating to allergies, immunisation and vaccination
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| **Safety and the Changing Body** | **Being Safe** | * To develop an understanding of appropriate physical contact
* To understand what to do if I get lost
* To understand potential hazards in the home
* To be aware of how to recognise safe adults in school
 | * To understand the difference between secrets and surprises
* To understand the concept of privacy
* To learn how to cross roads safely
 | * To understand ways to keep safe when near to and crossing roads
* To be aware of safety near railway lines
 | * To know how to ask for help or advice and to keep trying until they are heard
 | * To feel confident to report concerns and the vocabulary to use to convey the problem
 | * To know where to get advice for example family, school or other sources
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| **Internet Safety and Harms** | * To understand that the internet is part of our everyday lives and has many benefits
 | * To know about the benefits of rationing time spent online
* To begin to understand the importance of staying safe online
 | * To develop skills as a responsible digital citizen
* To begin to recognise unsafe digital content
 | * To recognise why social media, some computer games and online gaming are age restricted
 | * To recognise that the internet can also be a negative place where online abuse, trolling and bullying can occur
 | * To understand that information online is ranked, selected and targeted and I need to be aware of this to stay safe
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| **Drugs, Alcohol and Tobacco** | * To know what is and isn’t safe to put in or on my body
 | * To learn how to stay safe around medicines
 | * To explore that people can influence me and I need to make the right decision for me
 | * To understand the risks associated with smoking
 | * To understand the risks associated with alcohol
 | * To understand the risks associated with drugs
* To know the facts about legal and illegal harmful substances
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| **Basic First Aid** | * To understand what is an emergency
* To know how to make a call to the emergency services
 | * To know what information needs to be relayed when making an emergency call
 | * To know how to call the emergency services in a clear efficient way
* To know how to respond to basic first aid such as stings
 | * To know how to help someone with asthma
 | * To know how to help someone bleeding
 | * To feel confident to deal with someone choking
* To be able to help in situations with a range of common injuries.
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| **Changing Adolescent Body** | * To understand ways in which I am alike and different from others
 | * To know the names for parts of my body including agreed names for genitalia
 | * To develop an understanding of physical and emotional changes as I grow up
 | * To develop an understanding of the main aspects of puberty
 | * To learn about the emotional changes during puberty
* To be taught about menstruation
 | * To know how a baby is conceived and how it develops
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