



## **Relationships and sex education policy**

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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

# 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 Fringford C of E Primary School, 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 were invited to attend a meeting about the policy
4. Pupil consultation – we will continuously monitor how effective RSE is for our pupils
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

It will be statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.

## 5. Curriculum

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

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.

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 within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

At Fringford C of E Primary School, 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
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

At Fringford C of E Primary School, 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).

Teaching resources will be shared with parents and carers prior to Y5/6 lessons 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.

## 7. Roles and responsibilities

### **7.1 The Governing Body**

The Governing Body 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 the 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.

Staff members responsible for teaching RSE and roles:

Mrs S Smith – Year 5/6 teacher and RSE Lead

Mrs H Dipple – Year 3/4 teacher

Mrs T Woodgate – Year 1/2 teacher

Mrs V Benjamin-Smith – EYFS teacher

## **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Through quality first teaching and careful differentiation all the needs of children will be met (including those with SEND).

## **8. Parents' right to withdraw**

At Fringford Primary School, 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 invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE if necessary.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Headteacher and the RSE Lead through: learning walks, pupil voice and work scrutiny.

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

**This policy will be reviewed annually.**

**Appendix 1**  
**SCARF themes with DfE Relationships Educations and Health Education statutory requirements**

**Reception**

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
<b>Me and My Relationships</b>	<b>All about me</b>	<ul style="list-style-type: none"> <li>• Relationships Education Families and people who care for me 3. 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.</li> <li>• Relationships Education Respectful relationships 1. 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</li> <li>• Relationships Education Respectful relationships 4. The importance of self-respect and how this links to their own happiness.</li> <li>• Relationships Education Respectful relationships 5. 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.</li> </ul>
	<b>What makes me special and my special people</b>	<ul style="list-style-type: none"> <li>• Relationships Education Respectful relationships 1. 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</li> <li>• Relationships Education Respectful relationships 4. The importance of self-respect and how this links to their own happiness.</li> <li>• Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability.</li> <li>• Relationships Education Families and people who care for me 2. 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.</li> <li>• Relationships Education Families and people who care for me 3. 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.</li> <li>• Relationships Education Caring friendships 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>



<b>Valuing Difference</b>	<b>Same and different</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 1. 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</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 4. The importance of self-respect and how this links to their own happiness.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 5. 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.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 3. 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.</li> </ul>
	<b>Kind and caring</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 3. The conventions of courtesy and manners.</li> </ul>
<b>Keeping Myself Safe</b>	<b>My body</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Health and prevention</b> 4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Health and prevention</b> 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>

	<p><b>People who keep me safe</b></p>	<ul style="list-style-type: none"> <li>• Relationships Education Families and people who care for me 2. 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.</li> <li>• Relationships Education Families and people who care for me 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• Relationships Education Being safe 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• Relationships Education Being safe 8. Where to get advice e.g. family, school and/or other sources.</li> </ul>
	<p><b>Keeping safe online</b></p>	<ul style="list-style-type: none"> <li>• Relationships Education Online relationships 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• Relationships Education Being safe 2. 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.</li> <li>• Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• Relationships Education Being safe 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>
<p><b>Rights and Responsibilities</b></p>	<p><b>Looking after myself and my friends</b></p>	<ul style="list-style-type: none"> <li>• Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability.</li> <li>• Relationships Education Families and people who care for me 2. 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.</li> <li>• Relationships Education Families and people who care for me 3. 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.</li> <li>• Relationships Education Families and people who care for me 4. 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.</li> </ul>

		<ul style="list-style-type: none"> <li>• Relationships Education Caring friendships 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• Relationships Education Caring friendships 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• Relationships Education Respectful relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• Relationships Education Being safe 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>
	<p><b>Caring for the environment</b></p>	<p>Relationships Education Respectful relationships 3. The conventions of courtesy and manners.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Being my Best</b></p>	<p><b>Bouncing back - Growth Mind set</b></p>	<ul style="list-style-type: none"> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. 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</li> </ul>
	<p><b>Healthy eating</b></p>	<ul style="list-style-type: none"> <li>• Physical Health and Mental Wellbeing (Health Education) Healthy eating 1. What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• Physical Health and Mental Wellbeing (Health Education) Healthy eating 2. The principles of planning and preparing a range of healthy meals.</li> <li>• Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• Relationships Education Caring friendships 4. 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.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Health and prevention</b> 3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Health and prevention</b> 4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Growing and Changing</b></p>	<p><b>Changing bodies</b></p>	<p><b>Relationships Education</b> <b>Being safe</b> 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>

# Year 1

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
Me and My Relationships	Feelings	<ul style="list-style-type: none"> <li>• Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. 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.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>
	Getting help	<ul style="list-style-type: none"> <li>• Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. 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.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>
<b>Classroom rules</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 3. The conventions of courtesy and manners</li> </ul>
<b>Living in the Wider World</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Families and people who care for me</b> 3. 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.</li> <li>• <b>Relationships Education</b> <b>Families and people who care for me</b> 4. 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.</li> </ul>
<b>Healthy relationships</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Being safe</b> 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 2. 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.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 8. Where to get advice e.g. family, school and/or other sources.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 3. 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.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 3. The conventions of courtesy and manners.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 5. 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.</li> <li>• <b>Relationships Education</b> <b>Families and people who care for me</b> 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 8. The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>Valuing Difference</b>	<p><b>Recognising, valuing and celebrating difference</b></p>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Families and people who care for me</b> 3. 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.</li> <li>• <b>Relationships Education</b> <b>Families and people who care for me</b> 4. 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.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 1. 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</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>
	<p><b>Developing tolerance</b></p>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>

		<ul style="list-style-type: none"> <li>• Relationships Education Caring friendships 4. 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.</li> <li>• Relationships Education Respectful relationships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• Relationships Education Respectful relationships 3. The conventions of courtesy and manners.</li> </ul>
<b>Keeping Myself Safe</b>	<b>How our feelings can keep us safe</b>	<ul style="list-style-type: none"> <li>• Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability.</li> <li>• Relationships Education Families and people who care for me 2. 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.</li> <li>• Relationships Education Families and people who care for me 3. 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.</li> <li>• Relationships Education Families and people who care for me 4. 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.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>
	<b>Keeping healthy</b>	<ul style="list-style-type: none"> <li>• Physical Health and Mental Wellbeing (Health Education) Physical health and fitness 1. The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Physical health and fitness 3. The risks associated with an inactive lifestyle (including obesity).</li> <li>• Physical Health and Mental Wellbeing (Health Education) Health and prevention 3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>



		<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Health and prevention</b> 4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Health and prevention</b> 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• <b>Relationships Education</b> <b>Families and people who care for me</b> 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 4. 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.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 5. How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>•</li> </ul>
	<b>Medicine safety</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Drugs, alcohol and tobacco</b> 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Rights and Responsibilities</b>	<b>Looking after things</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 5. 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.</li> </ul>
	<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Basic first-aid</b> 1. How to make a clear and efficient call to emergency services if necessary.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Basic first-aid</b> 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Being my Best</b>	<b>Keeping healthy</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Healthy eating</b> 1. What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Healthy eating</b> 2. The principles of planning and preparing a range of healthy meals.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Healthy eating</b> 3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Health and prevention</b> 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>
	<b>Getting help</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education Caring friendships</b> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• <b>Relationships Education Caring friendships</b> 4. 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.</li> <li>• <b>Relationships Education Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>Relationships Education Respectful relationships</b> 3. The conventions of courtesy and manners.</li> <li>• <b>Relationships Education Respectful relationships</b> 5. 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.</li> </ul>
<b>Growing and Changing</b>	<b>Becoming independent</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education Caring friendships</b> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• <b>Relationships Education Caring friendships</b> 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• <b>Relationships Education Caring friendships</b> 4. 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.</li> <li>• <b>Relationships Education Respectful relationships</b> 5. 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.</li> <li>• <b>Relationships Education Respectful relationships</b> 6. 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>
<b>Body parts</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Changing adolescent body</b> 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 7. How to report concerns or abuse, and the vocabulary and confidence needed.</li> </ul>
<b>Health and wellbeing</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Physical health and fitness</b> 4. How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>

# Year 2

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
Me and My Relationships	<b>Bullying and teasing</b>	<ul style="list-style-type: none"> <li>Relationships Education Respectful relationships 5. 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.</li> <li>Relationships Education Respectful relationships 6. 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.</li> </ul>
	<b>Our school rules about bullying</b>	<ul style="list-style-type: none"> <li>Relationships Education Respectful relationships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>Relationships Education Respectful relationships 3. The conventions of courtesy and manners.</li> <li>Relationships Education Respectful relationships 5. 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.</li> <li>Relationships Education Respectful relationships 6. 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.</li> </ul>
	<b>Being a good friend</b>	<ul style="list-style-type: none"> <li>Relationships Education Caring friendships 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>Relationships Education Caring friendships 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>

	<b>Feelings and emotions</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 3. 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.</li> </ul>
<b>Valuing Difference</b>	<b>Being kind and helping others</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 1. 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</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 3. The conventions of courtesy and manners.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 3. 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.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>
	<b>Listening Skills</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 4. 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.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 5. 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.</li> </ul>

	<b>Feelings and emotions</b>	<ul style="list-style-type: none"> <li>• Relationships Education Families and people who care for me 1. That families are important for children growing up because they can give love, security and stability.</li> <li>• Relationships Education Families and people who care for me 2. 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.</li> <li>• Relationships Education Families and people who care for me 3. 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.</li> <li>• Relationships Education Families and people who care for me 4. 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.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. 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.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Physical health and fitness 2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Healthy eating 1. What constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>
<b>Keeping Myself Safe</b>	<b>Safe and unsafe secrets</b>	<ul style="list-style-type: none"> <li>• Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• Relationships Education Being safe 2. 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.</li> <li>• Relationships Education Being safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• Relationships Education Being safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>

		<ul style="list-style-type: none"> <li>• Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>
	<b>Appropriate touch</b>	<ul style="list-style-type: none"> <li>• Relationships Education Respectful relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• Relationships Education Being safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• Relationships Education Being safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>
	<b>Medicine safety</b>	<ul style="list-style-type: none"> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. 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.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Rights and Responsibilities</b>	<b>Cooperation and self-regulation</b>	<ul style="list-style-type: none"> <li>• Relationships Education Caring friendships 5. 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.</li> <li>• Relationships Education Respectful relationships 3. The conventions of courtesy and manners.</li> <li>• Relationships Education Respectful relationships 5. 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.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 6. 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.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 3. 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.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>
<b>Being my Best</b>	<b>Looking after my body</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Physical health and fitness</b> 1. The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Healthy eating</b> 1. What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Health and prevention</b> 3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>•</li> </ul>
<b>Growing and Changing</b>	<b>Life cycles</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Changing adolescent body</b> 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 2. 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.</li> </ul>
	<b>Dealing with loss</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> </ul>
	<b>Being supportive</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>



	<b>Basic first aid</b>	<ul style="list-style-type: none"><li>• <b>Physical Health and Mental Wellbeing (Health Education)   Basic first-aid</b> 1. How to make a clear and efficient call to emergency services if necessary.</li><li>• <b>Physical Health and Mental Wellbeing (Health Education)   Basic first-aid</b> 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ul>
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# Year 3

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
<b>Me and My Relationships</b>	<b>Cooperation</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</b> 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</b> 3. 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.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</b> 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>
	<b>Friendships</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education Families and people who care for me</b> 2. 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.</li> <li>• <b>Relationships Education Caring friendships</b> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• <b>Relationships Education Caring friendships</b> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• <b>Relationships Education Caring friendships</b> 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• <b>Relationships Education Caring friendships</b> 4. 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.</li> <li>• <b>Relationships Education Respectful relationships</b> 1. 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.</li> </ul>

<b>Valuing Difference</b>	<b>Recognising and respecting diversity</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education Families and people who care for me</b> 1. That families are important for children growing up because they can give love, security and stability.</li> <li>• <b>Relationships Education Families and people who care for me</b> 2. 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.</li> <li>• <b>Relationships Education Families and people who care for me</b> 3. 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.</li> <li>• <b>Relationships Education Families and people who care for me</b> 4. 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.</li> <li>• <b>Relationships Education Respectful relationships</b> 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>
	<b>Being respectful and tolerant</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education Respectful relationships</b> 1. 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.</li> <li>• <b>Relationships Education Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>Relationships Education Respectful relationships</b> 3. The conventions of courtesy and manners.</li> <li>• <b>Relationships Education Respectful relationships</b> 5. 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.</li> <li>• <b>Relationships Education Respectful relationships</b> 6. 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.</li> <li>• <b>Relationships Education Respectful relationships</b> 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• <b>Relationships Education Online relationships</b> 2. 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.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</b> 8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms</b> 5. That 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.</li> </ul>
<b>Keeping Myself Safe</b>	<b>Managing risk Safety</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education Being safe</b> 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• <b>Relationships Education Being safe</b> 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• <b>Relationships Education Being safe</b> 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>
	<b>Drugs and their risks</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Healthy eating</b> 3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco</b> 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
	<b>Staying safe online</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms</b> 3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms</b> 4. Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms</b> 5. That 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.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms</b> 7. Where and how to report concerns and get support with issues online.</li> <li>• <b>Relationships Education Being safe</b> 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>

		<ul style="list-style-type: none"> <li>• Relationships Education Being safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• Relationships Education Online relationships 1. That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• Relationships Education Online relationships 2. 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.</li> <li>• Relationships Education Online relationships 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• Relationships Education Online relationships 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• Relationships Education Online relationships 5. How information and data is shared and used online.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 1. That for most people the internet is an integral part of life and has many benefits.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>•</li> </ul>
Rights and Responsibilities	Skills we need to develop as we grow up	<ul style="list-style-type: none"> <li>• Relationships Education Being safe 8. Where to get advice e.g. family, school and/or other sources.</li> </ul>
	Helping and being helped	<ul style="list-style-type: none"> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>
Being	Keeping myself healthy	<ul style="list-style-type: none"> <li>• Physical Health and Mental Wellbeing (Health Education) Healthy eating 1. What constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Healthy eating</b> 2. The principles of planning and preparing a range of healthy meals.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Healthy eating</b> 3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Health and prevention</b> 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>
	<p><b>Celebrating and developing my skills</b></p>	<ul style="list-style-type: none"> <li>• <b>Relationships Education Respectful relationships</b> 1. 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</li> <li>• <b>Relationships Education Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>Relationships Education Respectful relationships</b> 3. The conventions of courtesy and manners.</li> <li>• <b>Relationships Education Online relationships</b> 1. That people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>
<p><b>Growing and Changing</b></p>	<p><b>Relationships</b></p>	<ul style="list-style-type: none"> <li>• <b>Relationships Education Caring friendships</b> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• <b>Relationships Education Caring friendships</b> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• <b>Relationships Education Caring friendships</b> 5. 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.</li> <li>• <b>Relationships Education Online relationships</b> 2. 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.</li> </ul>

<b>Menstruation</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</b> 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</b> 2. About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
<b>Keeping safe</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education Being safe</b> 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• <b>Relationships Education Being safe</b> 2. 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.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Basic first-aid</b> 1. How to make a clear and efficient call to emergency services if necessary.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Basic first-aid</b> 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>

# Year 4

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
<b>Me and My Relationships</b>	<b>Recognising feelings</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education Caring friendships</b> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• <b>Relationships Education Caring friendships</b> 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</b> 3. 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.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</b> 7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>
	<b>Bullying</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education Caring friendships</b> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• <b>Relationships Education Caring friendships</b> 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• <b>Relationships Education Caring friendships</b> 4. 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.</li> <li>• <b>Relationships Education Caring friendships</b> 5. 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.</li> <li>• <b>Relationships Education Respectful relationships</b> 1. 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</li> <li>• <b>Relationships Education Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>



Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
		<ul style="list-style-type: none"> <li>• Relationships Education Respectful relationships 5. 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.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. 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.</li> </ul>
	<b>Assertive skills</b>	<ul style="list-style-type: none"> <li>• Relationships Education Respectful relationships 1. 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.</li> <li>• Relationships Education Respectful relationships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• Relationships Education Respectful relationships 6. 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.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. 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.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 5. That 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.</li> </ul>
Valuing difference	<b>Recognising and celebrating difference (including religions and cultural difference)</b>	<ul style="list-style-type: none"> <li>• Relationships Education Families and people who care for me 3. 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.</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
		<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 1. 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</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 4. 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.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 5. 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.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 1. 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</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 5. 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.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 5. 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.</li> </ul>
	<b>Understanding and challenging stereotypes</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
		<ul style="list-style-type: none"> <li>Relationships Education Online relationships 5. How information and data is shared and used online.</li> <li>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 2. About 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.</li> </ul>
Keeping Myself Safe	Managing risk	<ul style="list-style-type: none"> <li>Relationships Education Being safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>Physical Health and Mental Wellbeing (Health Education) Healthy eating 1. What constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>
	Appropriate touch	<ul style="list-style-type: none"> <li>Relationships Education Caring friendships 5. 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.</li> <li>Relationships Education Respectful relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>Relationships Education Being safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>
	Understanding the norms of drug use (cigarette and alcohol use)	<ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Health and prevention 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
		<ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Healthy eating 3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
	Internet Safety	<ul style="list-style-type: none"> <li>Relationships Education Online relationships 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>Relationships Education Online relationships 5. How information and data is shared and used online.</li> <li>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> </ul>
	Influences	<ul style="list-style-type: none"> <li>Relationships Education Online relationships 5. How information and data is shared and used online.</li> <li>Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 2. About 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.</li> <li>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>
Rights and Responsibilities	Making a difference (different ways of helping others or the environment)	<ul style="list-style-type: none"> <li>Relationships Education Online relationships 2. 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.</li> </ul>
	Media influence	<ul style="list-style-type: none"> <li>Relationships Education Respectful relationships 3. The conventions of courtesy and manners.</li> <li>Relationships Education Online relationships 5. How information and data is shared and used online.</li> <li>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
		<ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 7. Where and how to report concerns and get support with issues online.</li> </ul>
Being my Best	Having choices and making decisions about my health	<ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Healthy eating 1. What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>Physical Health and Mental Wellbeing (Health Education) Healthy eating 2. The principles of planning and preparing a range of healthy meals.</li> <li>Physical Health and Mental Wellbeing (Health Education) Healthy eating 3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
	Basic first aid	<ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Basic first-aid 1. How to make a clear and efficient call to emergency services if necessary.</li> <li>Physical Health and Mental Wellbeing (Health Education) Basic first-aid 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Growing and Changing	Body changes during puberty	<ul style="list-style-type: none"> <li>Relationships Education Being safe 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body 2. About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
	Managing difficult feelings	<ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. 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.</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
		<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 9. Where and how to seek support (including recognising the triggers for seeking 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 (including issues arising online).</li> <li>• <b>Relationships Education</b> <b>Families and people who care for me</b> 1. That families are important for children growing up because they can give love, security and stability.</li> <li>• <b>Relationships Education</b> <b>Families and people who care for me</b> 2. 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.</li> <li>• <b>Relationships Education</b> <b>Families and people who care for me</b> 3. 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.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 5. 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.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 3. 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.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Changing adolescent body</b> 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>
	<b>Relationships including marriage</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Families and people who care for me</b> 3. 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.</li> <li>• <b>Relationships Education</b> <b>Families and people who care for me</b> 4. 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.</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
		<ul style="list-style-type: none"> <li>• Relationships Education Families and people who care for me 5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• Relationships Education Caring friendships 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>

# Year 5

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
<b>Me and My Relationships</b>	<b>Feelings</b>	<ul style="list-style-type: none"> <li>• Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• Relationships Education Caring friendships 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>
	<b>Friendship skills, including compromise</b>	<ul style="list-style-type: none"> <li>• Relationships Education Caring friendships 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• Relationships Education Caring friendships 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• Relationships Education Caring friendships 4. 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.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 3. 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.</li> <li>•</li> </ul>



Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
	<b>Assertive skills</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education Caring friendships</b> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• <b>Relationships Education Caring friendships</b> 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• <b>Relationships Education Caring friendships</b> 5. 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.</li> <li>• <b>Relationships Education Respectful relationships</b> 1. 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</li> </ul>
<b>Valuing Difference</b>	<b>Recognising and celebrating difference (including religions and cultural difference)</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education Respectful relationships</b> 1. 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</li> <li>• <b>Relationships Education Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>Relationships Education Respectful relationships</b> 3. The conventions of courtesy and manners.</li> <li>• <b>Relationships Education Respectful relationships</b> 4. The importance of self-respect and how this links to their own happiness.</li> <li>• <b>Relationships Education Respectful relationships</b> 5. 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.</li> <li>• <b>Relationships Education Respectful relationships</b> 6. 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.</li> <li>• <b>Relationships Education Respectful relationships</b> 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>
	<b>Recognising and celebrating differences, including religions and cultural</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education Respectful relationships</b> 1. 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</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
		<ul style="list-style-type: none"> <li>• Relationships Education Respectful relationships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• Relationships Education Respectful relationships 6. 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.</li> <li>• Relationships Education Respectful relationships 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• Relationships Education Online relationships 2. 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.</li> <li>• Relationships Education Online relationships 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• Relationships Education Online relationships 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• Relationships Education Online relationships 5. How information and data is shared and used online.</li> <li>• Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 2. About 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.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 5. That 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.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
Keeping Myself Safe	Influence and pressure of social media	<ul style="list-style-type: none"> <li>• Relationships Education Respectful relationships 1. 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</li> <li>• Relationships Education Online relationships 1. That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• Relationships Education Online relationships 2. 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.</li> <li>• Relationships Education Online relationships 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• Relationships Education Online relationships 5. How information and data is shared and used online.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 4. Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>•</li> </ul>
	Managing risk, including staying safe online	<ul style="list-style-type: none"> <li>• Relationships Education Respectful relationships 1. 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</li> <li>• Relationships Education Online relationships 1. That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• Relationships Education Online relationships 2. 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.</li> <li>• Relationships Education Online relationships 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• Relationships Education Online relationships 5. How information and data is shared and used online.</li> <li>• Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
		<ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 4. Why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>
	Norms around use of legal drugs (tobacco, alcohol)	<ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Rights and Responsibilities	Rights and responsibilities	<ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>Physical Health and Mental Wellbeing (Health Education) Physical health and fitness 2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>Physical Health and Mental Wellbeing (Health Education) Physical health and fitness 3. The risks associated with an inactive lifestyle (including obesity).</li> <li>Physical Health and Mental Wellbeing (Health Education) Healthy eating 1. What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>Relationships Education Online relationships 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>
	Rights and responsibilities relating to my health	<ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>
Being my Best	Basic First aid	<ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Basic first-aid 1. How to make a clear and efficient call to emergency services if necessary.</li> <li>Physical Health and Mental Wellbeing (Health Education) Basic first-aid 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
	Media awareness and safety	<ul style="list-style-type: none"> <li>Physical Health and Mental Wellbeing (Health Education) Internet safety and harms 4. Why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
<b>Growing and Changing</b>	<b>Managing difficult feelings</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</b> 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</b> 3. 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.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Mental wellbeing</b> 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• <b>Relationships Education Respectful relationships</b> 5. 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.</li> <li>• <b>Relationships Education Being safe</b> 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• <b>Relationships Education Being safe</b> 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• <b>Relationships Education Being safe</b> 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• <b>Relationships Education Being safe</b> 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• <b>Relationships Education Being safe</b> 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• <b>Relationships Education Being safe</b> 8. Where to get advice e.g. family, school and/or other sources.</li> </ul>
	<b>Managing change</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</b> 1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</b> 2. About menstrual wellbeing including the key facts about the menstrual cycle</li> <li>• <b>Relationships Education Families and people who care for me</b> 2. 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.</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
		<ul style="list-style-type: none"> <li>• Relationships Education Families and people who care for me 4. 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.</li> <li>• Relationships Education Families and people who care for me 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• Relationships Education Respectful relationships 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• Relationships Education Being safe 2. 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.</li> <li>• Relationships Education Being safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• Relationships Education Respectful relationships 1. 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</li> <li>• Relationships Education Respectful relationships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• Relationships Education Respectful relationships 3. The conventions of courtesy and manners.</li> <li>• Relationships Education Respectful relationships 4. The importance of self-respect and how this links to their own happiness.</li> </ul>
	<b>Getting help</b>	<ul style="list-style-type: none"> <li>• Relationships Education Caring friendships 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• Relationships Education Caring friendships 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• Relationships Education Caring friendships 5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
		uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

# Year 6

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
<b>Me and My Relationships</b>	<b>Assertiveness</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 1. 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.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 4. The importance of self-respect and how this links to their own happiness.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 5. 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.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 6. 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.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 4. 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.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 5. 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.</li> </ul>



Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
	<p><b>Safe/unsafe touches</b></p>	<ul style="list-style-type: none"> <li>• <b>Relationships Education Families and people who care for me</b> 3. 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.</li> <li>• <b>Relationships Education Families and people who care for me</b> 4. 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.</li> <li>• <b>Relationships Education Families and people who care for me</b> 5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• <b>Relationships Education Families and people who care for me</b> 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• <b>Relationships Education Respectful relationships</b> 1. 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</li> <li>• <b>Relationships Education Respectful relationships</b> 5. 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.</li> <li>• <b>Relationships Education Respectful relationships</b> 6. 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.</li> <li>• <b>Relationships Education Respectful relationships</b> 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• <b>Relationships Education Being safe</b> 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• <b>Relationships Education Being safe</b> 2. 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.</li> <li>• <b>Relationships Education Being safe</b> 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
		<ul style="list-style-type: none"> <li>• Relationships Education Being safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• Relationships Education Being safe 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• Relationships Education Being safe 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Relationships Education Being safe 8. Where to get advice e.g. family, school and/or other sources.</li> </ul> <p style="background-color: #00FF00;">Non-statutory for Primary: One lesson in this unit (Acting appropriately) has reference to Female Genital Mutilation (FGM)</p>
Valuing Difference	<p><b>Recognising and reflecting on prejudice-based bullying</b></p>	<ul style="list-style-type: none"> <li>• Relationships Education Respectful relationships 1. 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</li> <li>• Relationships Education Respectful relationships 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• Relationships Education Respectful relationships 5. 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.</li> </ul>
	<p><b>Understanding Bystander behaviour</b></p>	<ul style="list-style-type: none"> <li>• Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• Relationships Education Respectful relationships 1. 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</li> <li>• Relationships Education Respectful relationships 6. 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.</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
<b>Keeping Myself Safe</b>	<b>Emotional needs</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 1. 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</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 5. 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.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 6. 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.</li> </ul>
	<b>Staying safe online</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• <b>Relationships Education</b> <b>Online relationships</b> 2. 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.</li> <li>• <b>Relationships Education</b> <b>Online relationships</b> 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• <b>Relationships Education</b> <b>Online relationships</b> 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 2. 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.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
		<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Being safe</b> 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Internet safety and harms</b> 4. Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Internet safety and harms</b> 5. That 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.</li> </ul>
	<p><b>Drugs: norms and risks (including the law)</b></p>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 3. 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.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 9. Where and how to seek support (including recognising the triggers for seeking 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 (including issues arising online).</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Healthy eating</b> 3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
		<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Drugs, alcohol and tobacco</b> 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Rights and Responsibilities</b>	<b>Understanding media bias, including social media</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Internet safety and harms</b> 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>
	<b>Caring: communities and the environment</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>
	<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• <b>Relationships Education</b> <b>Online relationships</b> 1. That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Internet safety and harms</b> 4. Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Internet safety and harms</b> 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>•</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
Being My Best	Managing risks	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• <b>Relationships Education</b> <b>Caring friendships</b> 5. 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.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 1. 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</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 4. The importance of self-respect and how this links to their own happiness.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 6. 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.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Drugs, alcohol and tobacco</b> 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
	Healthy lifestyles	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
		<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Internet safety and harms</b> 2. About 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.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Physical health and fitness</b> 2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul>
	<b>Basic First aid</b>	<ul style="list-style-type: none"> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Basic first-aid</b> 1. How to make a clear and efficient call to emergency services if necessary.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Basic first-aid</b> 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Growing and Changing</b>	<b>Keeping safe</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Online relationships</b> 1. That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• <b>Relationships Education</b> <b>Online relationships</b> 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• <b>Relationships Education</b> <b>Online relationships</b> 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• <b>Relationships Education</b> <b>Online relationships</b> 5. How information and data is shared and used online.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
		<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Being safe</b> 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• <b>Relationships Education</b> <b>Families and people who care for me</b> 2. 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.</li> <li>• <b>Relationships Education</b> <b>Families and people who care for me</b> 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 9. Where and how to seek support (including recognising the triggers for seeking 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 (including issues arising online).</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Health and prevention</b> 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul> <p><b>Non-statutory for Primary: One lesson in this unit (Is this normal?) has reference to Female Genital Mutilation (FGM)</b></p> <p><b>There is also a lesson on HIV and how a person can protect themselves. There is references to common ways that HIV is passed – sharing of needles or sexual activity.</b></p>



Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
	<b>Body Image</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 1. 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</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• <b>Relationships Education</b> <b>Respectful relationships</b> 4. The importance of self-respect and how this links to their own happiness.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Mental wellbeing</b> 3. 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.</li> <li>• <b>Physical Health and Mental Wellbeing (Health Education)</b> <b>Internet safety and harms</b> 2. About 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.</li> </ul>
	<b>Self esteem</b>	<ul style="list-style-type: none"> <li>• <b>Relationships Education</b> <b>Being safe</b> 2. 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.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• <b>Relationships Education</b> <b>Being safe</b> 8. Where to get advice e.g. family, school and/or other sources.</li> </ul>

Unit	Key Themes	DfE Relationships Education and Health Education statutory requirements
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		Non – statutory for Primary Y6: One lesson – Making babies which covers puberty for reproduction; conception and pregnancy. Puberty and menstrual well-being are statutory and sexual intercourse is non-statutory for Primary.
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**Appendix 2: Relationships Education, Relationships and Sex education and Health Education statutory requirements for Primary**

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>

Being safe

Pupils should know:

- 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.

## **Physical health and mental wellbeing**

### **Mental wellbeing**

Pupils should know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, 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 appropriate and proportionate.
- 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.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking 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 (including issues arising online).
- 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, especially if accessed early enough.

<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about 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.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<p>Healthy eating</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<p>Drugs, alcohol and tobacco</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>

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



### 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	

