

# Relationships and Sex Education

## Relationships education expectations

*By the end of primary, pupils will need to know:*

### **Families and people who care for the pupil**

- 1. That families are important for children growing up because they can give love, security and stability*
- 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*
- 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*
- 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*
- 5. That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong*
- 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*

### **Caring friendships**

- 1. How important friendships are in making us feel happy and secure, and how people choose and make friends*
- 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.*
- 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded*
- 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*
- 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*

### **Respectful relationships**

- 1. The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs*
- 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships*
- 3. The conventions of courtesy and manners.*
- 4. The importance of self-respect and how this links to their own happiness*
- 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*
- 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*
- 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive*
- 8. The importance of permission-seeking and giving in relationships with friends, peers and adults*

## **Online relationships**

1. *That people sometimes behave differently online, including by pretending to be someone they're not*
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*
3. *The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them*
4. *How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met*
5. *How information and data is shared and used online*

## **Being safe**

1. *What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)*
2. *About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe*
3. *That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact*
4. *How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know*
5. *How to recognise and report feelings of being unsafe or feeling bad about any adult*
6. *How to ask for advice or help for themselves or others, and to keep trying until they're heard*
7. *How to report concerns or abuse, and the vocabulary and confidence needed to do so*
8. *Where to get advice (e.g. family, school and/or other sources)*

## **Health education expectations**

*By the end of primary, pupils will need to know:*

### **Mental wellbeing**

1. *That mental wellbeing is a normal part of daily life, in the same way as physical health*
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*
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*
4. *How to judge whether what they're feeling and how they're behaving is appropriate and proportionate*
5. *The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness*
6. *Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests*
7. *Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support*
8. *That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing*
9. *Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)*
10. *It's 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*

### **Internet safety and harms**

1. *That for most people the internet is an integral part of life and has many benefits*
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*
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*

4. *Why social media, some computer games and online gaming, for example, are age restricted*
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*
6. *How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted*
7. *Where and how to report concerns and get support with issues online*

### **Physical health and fitness**

1. *The characteristics and mental and physical benefits of an active lifestyle*
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*
3. *The risks associated with an inactive lifestyle (including obesity)*
4. *How and when to seek support including which adults to speak to in school if they're worried about their health*

### **Healthy eating**

1. *What constitutes a healthy diet (including understanding calories and other nutritional content)*
2. *The principles of planning and preparing a range of healthy meals*
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)*

### **Drugs, alcohol and tobacco**

1. *The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking*

### **Health and prevention**

1. *How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body*
2. *About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer*
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*
4. *About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist*
5. *About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing*
6. *The facts and science relating to immunisation and vaccination*

### **Basic first aid**

1. *How to make a clear and efficient call to emergency services if necessary*
2. *Concepts of basic first aid, for example dealing with common injuries, including head injuries*

### **Changing adolescent bodies**

1. *Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes*
2. *About menstrual wellbeing including the key facts about the menstrual cycle*

### **Sex education expectations**

There's no list of expectations for sex education at the primary level, as it isn't compulsory, but if you choose to teach it then the DfE recommends that it should:

1. *Make sure boys and girls are prepared for the changes that adolescence brings*
2. *Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born*

## Foundation Stage Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BEING ME IN MY WORLD	CELEBRATING DIFFERENCE	RELATIONSHIPS	HEALTHY ME	DREAMS AND GOALS	CHANGING ME
<p>I can be interested in others play and initiate play cues for others to join in.</p> <p>I can be confident to talk to others and try new activities.</p> <p>I can express my feelings and respond to the feelings of others.</p> <p>I can be confident to talk to others about my needs.</p> <p>I am able to cooperate with some boundaries and adapt my behaviour to the different social situations.</p> <p>I can work as part of a group and enjoy the responsibility of carrying out a task.</p>	<p>I can seek out others to share experiences.</p> <p>I can respond to the feelings and wishes of others.</p> <p>I am confident to speak in a familiar group.</p> <p>I am aware of expectations in the setting.</p> <p>I can show sensitivity to other's needs.</p> <p>I can initiate conversation, taking account of what others say.</p>	<p>I can show care/affection to those who are close to me.</p> <p>I can chat to others about my home and community.</p> <p>I can say how I feel.</p> <p>I look for others to play with.</p> <p>I can play in a group listening to others ideas and contribution enabling me to keep the play going.</p> <p>I can say things that I am good at and talk about myself in a positive way.</p>	<p>I can say why and how things happen.</p> <p>I can talk about what I already know and ask questions.</p> <p>I can say what happens to my body after exercise.</p>	<p>I can stay motivated to achieve a challenge</p> <p>I can keep trying when things are difficult.</p> <p>I can work well with a partner or in a group</p> <p>I can have a positive attitude</p> <p>I can help others in my class</p>	<p>I can be kind towards my peers and grown ups.</p> <p>I can say and talk about what I know, I can ask questions.</p> <p>I can talk about what I like doing.</p> <p>I can talk openly about my own needs and wants.</p>
<p>1) Help others to feel welcome.</p> <p>2)Try to make our school community a better place.</p> <p>3)Think about everyone's right to learn.</p>	<p>1)Accept that everyone is different.</p> <p>2)Include others when working and playing.</p> <p>3)Know how to help if someone is being bullied.</p>	<p>1) Know how to make friends</p> <p>2)Try to solve friendships problems when they occur.</p> <p>3)Help others to feel part of a group.</p>	<p>1) Try to make healthy choices.</p> <p>2)Understand the importance of a healthy, balanced diet.</p> <p>3)Understand the importance of physical activity.</p>	<p>1)Able to stay motivated when doing something challenging.</p> <p>2)Ability to keep trying even when it's difficult.</p> <p>3)Able to work well with a partner or in a group.</p>	<p>1)Understands that everyone is unique and special.</p> <p>2)Can express how they feel when change happens</p> <p>3)Understand and respect the changes that they see in themselves</p>

## Foundation Stage Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BEING ME IN MY WORLD	CELEBRATING DIFFERENCE	RELATIONSHIPS	HEALTHY ME	DREAMS AND GOALS	CHANGING ME
<p>I can react appropriately to other children's feelings and wishes.</p> <p>I can understand my behaviour affects others.</p> <p>I can stop doing wrong.</p> <p>I am able to cooperate with some boundaries and adapt my behaviour to the different social situations.</p> <p>I can work as part of a group and enjoy the responsibility of carrying out a task.</p>	<p>I can talk about my own experiences.</p> <p>I can respond to the feelings and wishes of others.</p> <p>I am confident to speak in a familiar group.</p> <p>I can show sensitivity to other's needs.</p> <p>I can initiate conversation, taking account of what others say.</p> <p>I understand when my behaviour is unacceptable and why some actions have consequences.</p>	<p>I can show care/affection to those who are close to me.</p> <p>I can say how I feel.</p> <p>I look for others to play with.</p> <p>I can play in a group listening to others ideas and contribution enabling me to keep the play going.</p> <p>I can play well and take turns with others.</p> <p>I can ask adults for help.</p> <p>I know which behaviours are ok and which are not.</p>	<p>I understand things including myself grow and change.</p> <p>I can say when I am tired or hungry.</p> <p>I know why it is important to sleep well.</p> <p>I know why it is important to be clean.</p> <p>I know why it is important to stay safe.</p>	<p>I can have a positive attitude.</p> <p>I can help others in my class.</p> <p>I can talk about myself in a good way.</p> <p>I can say how I show different feelings.</p> <p>I can start a conversation; I can listen and respond to what others say.</p> <p>I am aware of how others are feeling.</p>	<p>I can work as part of a group.</p> <p>I can say how different feelings look in myself and my friends.</p> <p>I can talk about my needs and wants.</p> <p>I can be kind towards my peers and grown-ups.</p>
<p>1) Care about other peoples feelings.</p> <p>2) Work well with others.</p> <p>3) Choose to follow the Forest Promise.</p>	<p>1)Try to solve problems</p> <p>2)Try to use kind words.</p> <p>3) Know how to give and receive compliments.</p>	<p>1) Show respect in how they treat others.</p> <p>2) Know how to help themselves and others when they feel upset or hurt.</p> <p>3) Know and show what makes a good friend.</p>	<p>1) Have tried to keep themselves and others safe.</p> <p>2) Know how to be a good friend and enjoy healthy friendships.</p> <p>3)Know how to keep calm and deal with difficult situations.</p>	<p>1)Have a positive attitude.</p> <p>2)Help others to achieve their goals</p> <p>3) Are working hard to achieve their own dreams and goals.</p>	<p>1)Understand and respect the changes they see in other people.</p> <p>2) Know who to ask for help if they are worried about change.</p> <p>3)Are looking forward to change.</p>

## KS1 Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>BEING ME IN MY WORLD</b>	<b>CELEBRATING DIFFERENCE</b>	<b>RELATIONSHIPS</b>	<b>HEALTHY ME</b>	<b>DREAMS AND GOALS</b>	<b>CHANGING ME</b>
<p>I can identify some of my hopes and fears for the year.</p> <p>I can listen to other people and contribute my own views.</p> <p>I know my views are valued.</p>	<p>I can tell you some ways I am different from my friends.</p> <p>I understand these differences make us all special and unique.</p> <p>I can identify some ways in which my friend is different from me.</p> <p>I can tell you why I value this difference about him/her.</p>	<p>I can tell you why I appreciate someone who is special to me and express how I feel about them.</p> <p>I can identify some of the things that cause conflict between me and my friends.</p> <p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>I can recognise how being healthy helps me to feel happy.</p> <p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can express how it feels to share healthy food with my friends.</p>	<p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p>I know how to store the feelings of success in my internal treasure chest.</p> <p>I can explain some of the ways I worked cooperatively in my group to create the end product.</p> <p>I can express how it felt to be working as part of this group.</p>	<p>I respect my body and understand which parts are private.</p>
<p><b>Online relationships</b></p> <p>3) The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p><b>Internet safety and harms</b></p> <p>1) That for most people the internet is an integral part of life and has many benefits.</p> <p>7) Where and how to report concerns and get support with issues online.</p>	<p><b>Respectful relationships</b></p> <p>1) The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>2) Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>3) The conventions of courtesy and manners</p>	<p><b>Families and people who care for the pupil</b></p> <p>1) That families are important for children growing up because they can give love, security and stability.</p> <p>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.</p>	<p><b>Physical health and fitness</b></p> <p>1) The characteristics and mental and physical benefits of an active lifestyle.</p> <p>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.</p>	<p><b>Mental wellbeing</b></p> <p>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.</p> <p>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.</p>	<p><b>Being safe</b></p> <p>2) About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe.</p> <p>3) That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>

## KS1 Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BEING ME IN MY WORLD	CELEBRATING DIFFERENCE	RELATIONSHIPS	HEALTHY ME	DREAMS AND GOALS	CHANGING ME
<p>I understand my rights and responsibilities as a member of my class.</p> <p>I understand how following class rules will help me and others learn.</p> <p>I can recognise the choices that I make and understand the consequences.</p>	<p>I can tell you some ways I am different from my friends.</p> <p>I understand these differences make us all special and unique.</p> <p>I can identify some ways in which my friend is different from me.</p> <p>I can tell you why I value this difference about him/her.</p>	<p>I can tell you why I appreciate someone who is special to me and express how I feel about them.</p> <p>I can identify some of the things that cause conflict between me and my friends.</p> <p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>I can recognise how being healthy helps me to feel happy.</p> <p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can express how it feels to share healthy food with my friends.</p>	<p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p>I know how to store the feelings of success in my internal treasure chest.</p> <p>I can explain some of the ways I worked cooperatively in my group to create the end product.</p> <p>I can express how it felt to be working as part of this group.</p>	<p>I respect my body and understand which parts are private.</p>
<p><b>Online relationships</b></p> <p>3) The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p><b>Internet safety and harms</b></p> <p>1) That for most people the internet is an integral part of life and has many benefits.</p> <p>7) Where and how to report concerns and get support with issues online.</p>	<p><b>Respectful relationships</b></p> <p>1) The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>2) Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>3) The conventions of courtesy and manners.</p>	<p><b>Caring friendships</b></p> <p>1) How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>2) The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</p>	<p><b>Healthy eating</b></p> <p>1) What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p><b>Health and prevention</b></p> <p>4) About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>5) About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing.</p>	<p><b>Mental wellbeing</b></p> <p>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.</p> <p>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.</p>	<p><b>Being safe</b></p> <p>2) About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe.</p> <p>3) That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>

## LKS2 Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BEING ME IN MY WORLD	CELEBRATING DIFFERENCE	RELATIONSHIPS	HEALTHY ME	DREAMS AND GOALS	CHANGING ME
<p>I understand who is in my school community, the roles they play and how I fit in.</p> <p>I can recognise my own worth and can identify positive things about myself/my achievements. I can set personal goals.</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need to.</p> <p>I understand how the democracy works through my school council, and how groups come together to make decisions.</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p>I can give and receive compliments and know how this feels.</p> <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>I can express how being anxious or scared feels.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p> <p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know what it means to be resilient and to have a positive attitude.</p>	<p><b>Y3</b> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.</p> <p><b>Y4</b> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p>
<p><b>Online relationships</b></p> <p>1) That people sometimes behave differently online, including by pretending to be someone they're not.</p> <p>4) How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p><b>Internet safety and harms</b></p> <p>7) Where and how to report concerns and get support with issues online.</p>	<p><b>Respectful relationships</b></p> <p>4) The importance of self-respect and how this links to their own happiness</p> <p>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</p>	<p><b>Families and people who care for the pupil</b></p> <p>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</p> <p>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.</p>	<p><b>Physical health and fitness</b></p> <p>3) The risks associated with an inactive lifestyle (including obesity)</p> <p>4) How and when to seek support including which adults to speak to in school if they're worried about their health</p> <p><b>Health and prevention</b></p> <p>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</p>	<p><b>Mental wellbeing</b></p> <p>1) That mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>4) How to judge whether what they're feeling and how they're behaving is appropriate and proportionate</p> <p>6) Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests</p>	<p><b>Being safe</b></p> <p>1) What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>4) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>5) How to recognise and report feelings of being unsafe or feeling bad about any adult</p>

## LKS2 Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BEING ME IN MY WORLD	CELEBRATING DIFFERENCE	RELATIONSHIPS	HEALTHY ME	DREAMS AND GOALS	CHANGING ME
<p>I understand why rules are needed and how they relate to roles and responsibilities I understand that my actions affect others; I care about other people's feelings and can empathise with them. I know my attitudes and actions can make a difference to my class team. I understand how the democracy works through my school council. I understand how groups come together to make decisions.</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p>I can give and receive compliments and know how this feels.</p> <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices.</p>	<p>I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>I can express how being anxious or scared feels.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p> <p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know what it means to be resilient and to have a positive attitude.</p>	<p><b>Y3</b> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.</p> <p><b>Y4</b> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p>
<p><b>Online relationships</b></p> <p>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</p> <p><b>Internet safety and harms</b></p> <p>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</p> <p>7) Where and how to report concerns and get support with issues online.</p>	<p><b>Respectful relationships</b></p> <p>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</p> <p><b>Mental wellbeing</b></p> <p>8) That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p>	<p><b>Caring friendships</b></p> <p>4) That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>5) 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</p>	<p><b>Healthy eating</b></p> <p>2) The principles of planning and preparing a range of healthy meals</p> <p>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)</p> <p><b>Health and prevention</b></p> <p>2) About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>	<p><b>Mental wellbeing</b></p> <p>1) That mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>4) How to judge whether what they're feeling and how they're behaving is appropriate and proportionate</p> <p>6) Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests</p>	<p><b>Being safe</b></p> <p>1) What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>4) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>5) How to recognise and report feelings of being unsafe or feeling bad about any adult</p>

## UKS2 Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>BEING ME IN MY WORLD</b>	<b>CELEBRATING DIFFERENCE</b>	<b>RELATIONSHIPS</b>	<b>HEALTHY ME</b>	<b>DREAMS AND GOALS</b>	<b>CHANGING ME</b>
<p>I can face new challenges positively and know how to set personal goals.</p> <p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>I understand how democracy and having a voice benefits the school community and know how to contribute to this.</p>	<p>I can explain the differences between direct and indirect types of bullying.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation.</p>	<p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p> <p>I can recognise when people are trying to gain power or control.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I respect and value my body.</p> <p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused.</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this.</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own.</p> <p>I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>I can identify why I am motivated to do this.</p>	<p><b>Changing adolescent bodies (Y5)</b></p> <p>1) Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>2) About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p><b>Sex education (Y6)</b></p> <p>1) Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born</p> <p><b>Respectful relationships (Y6) 8)</b></p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
<p><b>Internet safety and harms</b></p> <p>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.</p> <p>4) Why social media, some computer games and online gaming are age restricted.</p>	<p><b>Respectful relationships</b></p> <p>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</p> <p>7) What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p><b>Mental wellbeing</b></p> <p>8) That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p>	<p><b>Families and people who care for the pupil</b></p> <p>5) That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>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</p>	<p><b>Health and prevention (Y5)</b></p> <p>1) How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body</p> <p>6) The facts and science relating to immunisation and vaccination</p> <p><b>Drugs, alcohol and tobacco (Y6)</b></p> <p>1) The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p>	<p><b>Being safe (Y5)</b></p> <p>6) How to ask for advice or help for themselves or others, and to keep trying until they're heard</p> <p>7) How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>8) Where to get advice (e.g. family, school and/or other sources)</p> <p><b>Basic first aid (Y6)</b></p> <p>1) How to make a clear and efficient call to emergency services if necessary</p> <p>2) Concepts of basic first aid, for example dealing with common injuries, including head injuries</p>	<p><b>Mental wellbeing</b></p> <p>7) Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support</p> <p>9) Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>10) It's 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>

## UKS2 Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BEING ME IN MY WORLD	CELEBRATING DIFFERENCE	RELATIONSHIPS	HEALTHY ME	DREAMS AND GOALS	CHANGING ME
<p>I can make choices about my own behaviour because I understand how rewards and consequences feel and how these relate to my rights and responsibilities.</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I know there are universal rights for all children but for many children these rights are not met.</p>	<p>I can explain the differences between direct and indirect types of bullying.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation.</p>	<p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p> <p>I can recognise when people are trying to gain power or control.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I respect and value my body.</p> <p>I can evaluate when alcohol is being used responsibly, anti- socially or being misused.</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this.</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own.</p> <p>I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>I can identify why I am motivated to do this.</p>	<p><b>Changing adolescent bodies (Y5)</b></p> <p>1)Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>2)About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p><b>Sex education (Y6)</b></p> <p>1)Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born</p> <p><b>Respectful relationships (Y6)</b> 8) The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
<p><b>Online relationships</b></p> <p>5) How information and data is shared and used online.</p> <p><b>Internet safety and harms</b></p> <p>6) How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>5) That the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>	<p><b>Respectful relationships</b></p> <p>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</p> <p>7) What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p><b>Mental wellbeing</b></p> <p>8) That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p>	<p><b>Caring friendships</b></p> <p>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</p>	<p><b>Health and prevention (Y5)</b></p> <p>1)How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body</p> <p>6)The facts and science relating to immunisation and vaccination</p> <p><b>Drugs, alcohol and tobacco (Y6)</b></p> <p>1)The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p>	<p><b>Being safe (Y5)</b></p> <p>6)How to ask for advice or help for themselves or others, and to keep trying until they're heard</p> <p>7)How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>8)Where to get advice (e.g. family, school and/or other sources)</p> <p><b>Basic first aid (Y6)</b></p> <p>1) How to make a clear and efficient call to emergency services if necessary</p> <p>2) Concepts of basic first aid, for example dealing with common injuries, including head injuries</p>	<p><b>Mental wellbeing</b></p> <p>7) Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support</p> <p>9) Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>10) It's 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>

