**Dove Federation**

 **Vision Statement for RSHE**

“God has given each of you a gift from his great variety of spiritual gifts. Use them to serve one another.”

1 Peter 4.10

At the Dove Federation (Parker’s CE VC Primary Academy and Caston CE VA Primary Academy) the purpose of education is to develop our children and community members, intellectually, physically, morally, and socially according to Christian principles, encouraging and fostering their individual talents.

We provide a broad and balanced, knowledge rich curriculum which is stimulating and challenging, catering for all. It aims to give children secure subject knowledge and skills, an understanding of language and subject specific vocabulary, an ability to reflect and evaluate their work as well as promoting creativity, independence and encourage lifelong enjoyment of the subject. Our curriculum provides opportunities for children to explore and engage with ideas and experiences outside their everyday life experience.

In our federation RSHE is valued as part of our pupil’s entitlement to a broad and balanced curriculum which is accessible to all.

The aim and purpose of our RSHE curriculum is in line with the statutory guidance from the Department for Education which states that: the focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. At the Dove Federation we use ‘Jigsaw’ to support our teaching. Jigsaw is a progressive and spiral scheme of learning that ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. Our RSHE lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.

 We place emphasis on language acquisition across our curriculum areas. Key vocabulary is taught in each year group, helping our children to develop their understanding the meaning of specific words. We want children to have the appropriate vocabulary to express their knowledge and understanding of concepts addressed in RSHE.

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| **EYFS only** | **Year 1/2 Year A** | **Year 1/2 Year B**  | **Year 3/4 Year A**  | **Year 3/4 Year B**  | **Year 5/6 Year A**  | **Year 5/6 Year B** |
| **Being Me in My World**Self-identityUnderstanding feelingsBeing in a classroomBeing gentleRights and responsibilities | **Being Me in My World**Feeling special and safeBeing part of a classRights and responsibilitiesRewards and feeling proudConsequencesOwning the Learning Charter | **Being Me in My World**Hopes and fears for the yearRights and responsibilitiesRewards and consequences Safe and fair learning environmentValuing contributionsChoicesRecognising feelings | **Being Me in My World**Setting personal goalsSelf-identity and worthPositivity in challengesRules, rights and responsibilities Rewards and consequencesResponsible choicesSeeing things from others’ perspectives | **Being Me in My World**Being part of a class teamBeing a school citizenRights, responsibilities and democracy (school council)Rewards and consequencesGroup decision-makingHaving a voiceWhat motivates behaviour  | **Being Me in My World**Planning for the forthcoming yearBeing a citizenRights and responsibilitiesRewards and consequencesHow behaviour affects groupsDemocracy, having a voice, participating | **Being Me in My World**Identifying goals for the yearGlobal citizenshipChildren’s universal rightsFeeling welcome and valuedChoices, consequences and rewardsGroup dynamicsDemocracy, having a voice |
| **Celebrating Difference**Identifying talentsBeing specialFamiliesWhere we liveMaking FriendsStanding up for yourself | **Celebrating Difference**Similarities and differencesUnderstanding bullying and knowing how to deal with itMaking new friendsCelebrating the differences in everyone | **Celebrating Difference**Assumptions and stereotypes about genderUnderstanding bullyingStanding up for self and othersMaking new friendsGender diversityCelebrating difference and remaining friends | **Celebrating Difference**Families and their differencesFamily conflict and how to manage it (child centred)Witnessing bullying and how to solve itRecognising how words can be hurtfulGiving and receiving compliments | **Celebrating Difference**Challenging assumptionsJudging by appearance Accepting self and othersUnderstanding influences Understanding bullyingProblem-solvingIdentifying how special and unique everyone isFirst impressions | **Celebrating Difference**Cultural differences and how they can cause conflictRacism Rumours and name-callingTypes of bullyingMaterial wealth and happinessEnjoying and respecting other cultures | **Celebrating Difference**Perceptions of normalityUnderstanding disabilityPower strugglesUnderstanding bullying Inclusion/exclusionDifferences as conflict, difference as celebrationEmpathy |
| **Dreams and Goals**ChallengesPerseverance Goal-settingOvercoming obstaclesSeeking helpJobsAchieving goals | **Dreams and Goals** Setting goalsIdentifying successes and achievements Learning stylesWorking well and celebrating achievement with a partnerTackling new challengesIdentifying and overcoming obstaclesFeelings of success | **Dreams and Goals**Achieving realistic goalsPerseveranceLearning strengthsLearning with othersGroup co-operationsContributing to and sharing success | **Dreams and Goals**Difficult challenges and achieving successDreams and ambitionsNew challengesMotivation and enthusiasm Recognising and trying to overcome obstaclesEvaluating learning processesManaging feelingsSimple budgeting | **Dreams and Goals**Hopes and dreamsOvercoming disappointmentCreating new, realistic dreamsAchieving goalsWorking in a groupCelebrating contributionsResilience Positive attitudes | **Dreams and Goals**Future dreamsThe importance of moneyJobs and careersDream job and how to get thereGoals in different cultures Supporting others (charity)Motivation | **Dreams and Goals**Personal learning goals, in and out of schoolSuccess criteriaEmotions in successMaking a difference in the worldMotivationRecognising achievementscompliments |
| **Healthy Me**Exercising bodiesPhysical activitiesHealthy foodSleepKeeping cleanSafety | **Healthy Me**Keeping myself healthyHealthier lifestyle choicesKeeping cleanBeing safeMedicine safety/safety with household itemsRoad safetyLinking health and happiness | **Healthy Me** Motivation Healthier choicesRelaxationHealthy eating and nutritionHealthier snacks and sharing food | **Healthy Me**ExerciseFitness challengesFood labelling and healthy swapsAttitudes towards drugsKeeping safe and why it’s important online and off line scenariosRespect for myself and others Healthy and safe choices | **Healthy Me**Healthier friendships Group dynamicsSmokingAlcoholAssertivenessPeer pressureCelebrating inner strength | **Healthy Me**Smoking, including vapingAlcoholAlcohol and anti-social behaviour Emergency aidBody image Relationships with foodHealthy choicesMotivation and behaviour | **Healthy Me**Taking personal responsibilityHow substances affect the bodyExploitation, including ‘county lines’ and gang cultureEmotional and mental healthManaging stress |
| **Relationships**Family lifeFriendshipsBreaking friendshipsFalling outDealing with bullyingBeing a good friend | **Relationships**Belonging to a familyMaking friends/being a good friendPhysical contact preferencesPeople who help usQualities as a friend and personSelf-acknowledgementBeing a good friend to myselfCelebrating special relationships | **Relationships**Different types of familyPhysical contact boundariesFriendship and conflictSecretsTrust and appreciationExpressing appreciation for special relationships | **Relationships**Family roles and responsibilitiesFriendship and negotiationKeeping safe online and who to go to for helpBeing a global citizenBeing aware of how my choices affect othersAwareness of how other children have different livesExpressing appreciation for family and friends | **Relationships**Jealousy Love and lossMemories of loved onesGetting on and falling outGirlfriends and boyfriendsShowing appreciation to people and animals |  **Relationships**Self-recognition and self-worthBuilding self-esteemSafer online communitiesRights and responsibilities onlineOnline gaming and gamblingReducing screen timeDangers of online groomingSMART internet safety rules | **Relationships**Mental healthIdentifying mental health worries and sources of supportLove and lossManaging feelingsPower and controlAssertivenessTechnology safetyTake responsibility with technology use |
| **Changing Me**BodiesRespecting my bodyGrowing upGrowth and changeFun and fearsCelebrations | **Changing Me**Life-cycles – animal and humanChanges in meChanges since being a babyDifferences between male and female bodies (correct terminology)Linking growing and learningTransition | **Changing Me**Life cycles in natureGrowing from young to oldIncreasing independenceDifference in male and female bodies (correct terminology)AssertivenessPreparing for transition | **Changing Me**How babies growUnderstanding a baby’s needsOutside body changesInside body changesFamily stereotypesChallenging my ideasPreparing for transition | **Changing Me** Being uniqueHaving a babyGirls and pubertyConfidence in changeAccepting changePreparing for transitionEnvironmental change | **Changing Me**Self –and body imageInfluence of online and media on body imagePuberty for girlsPuberty for boysConception (including IVF)Growing responsibly Coping with changePreparing for transition | **Changing Me**Self-imageBody imagePuberty and feelingsConception to birthReflections about changePhysical attractionRespect and consentBoyfriends/girlfriendsSextingTransition |

**Key objectives that would be covered in each unit of work**

**EYFS**

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| **Being Me in My World****PSED – ELG: SELG-REGULATION** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.**ELG: MANAGING SELF** Explain the reasons for rules, know right from wrong and try to behave accordingly.**ELG: BUILDING RELATIONSHIPS** Work and play cooperatively and take turns with others. Show sensitivity to their own and to others’ needs.  |
| **Celebrating Difference****PSED – ELG: SELG-REGULATION** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.**ELG: MANAGING SELF** Explain the reasons for rules, know right from wrong and try to behave accordingly.**ELG: BUILDING RELATIONSHIPS** Work and play cooperatively and take turns with others.  Show sensitivity to their own and to others’ needs. |
| **Dreams and Goals****PSED – ELG: SELG-REGULATION** Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.**ELG: MANAGING SELF** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.**ELG: BUILDING RELATIONSHIPS** Work and play cooperatively and take turns with others.  |
| **Healthy Me****PSED – ELG: SELG-REGULATION** Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.**ELG: MANAGING SELF** Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  |
| **Relationships****PSED – ELG: SELG-REGULATION** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.**ELG: BUILDING RELATIONSHIPS** Form positive attachments to adults and friendships with peers.  |
| **Changing Me****PSED – ELG: SELG-REGULATION** Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.**ELG: BUILDING RELATIONSHIPS** Show sensitivity to their own and to others’ needs. |

**Year 1, 2, 3, 4, 5 & 6**

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| **Being Me in My World****Relationships Education – By end of primary, pupils should know:** **Caring friendships**(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R11) 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**(R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) 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  (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.**Online relationships**(R21) 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 anonymousBeing safe(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources.**Physical Health and Well-Being – By end of primary, pupils should know:****Mental well-being** (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. |
| **Celebrating Difference****Relationships Education – By end of primary, pupils should know:****Families and the people who care for me**(R1) that families are important for children growing up because they can give love, security and stability (R2) 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 (R3) 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 (R4) 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 (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (R6) 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**(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) 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 (R11) 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 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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 well-being or ability to control their emotions (including issues arising online).**Internet safety and harms** (H13) 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 (H14) why social media, some computer games and online gaming, for example, are age restricted (H15) 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 (H17) where and how to report concerns and get support with issues online. |
| **Dreams and Goals****Relationships Education – By end of primary, pupils should know:****Respectful relationships**(R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners(R15) the importance of self-respect and how this links to their own happiness (R16) 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 (R17) 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 (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.**Being safe** (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.**Physical Health and Well-Being – By end of primary, pupils should know:****Mental well-being**(H1) that mental well-being is a normal part of daily life, in the same way as physical health (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. |
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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**(H11) that for most people the internet is an integral part of life and has many benefits (H12) 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 well-being(H17) where and how to report concerns and get support with issues online.**Physical health and fitness**(H18) the characteristics and mental and physical benefits of an active lifestyle (H19) 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 (H20) the risks associated with an inactive lifestyle (including obesity) (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.**Healthy eating**(H22) what constitutes a healthy diet (including understanding calories and other nutritional content) (H23) the principles of planning and preparing a range of healthy meals (H24) 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**(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.**Health and prevention**(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (H31) the facts and science relating to allergies, immunisation and vaccination.**Basic first aid**(H32) how to make a clear and efficient call to emergency services if necessary (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| **Relationships****Relationships Education – By end of primary, pupils should know:****Families and the people who care for me**(R1) that families are important for children growing up because they can give love, security and stability (R2) 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 (R3) 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 (R4) 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 (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (R6) 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**(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) 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 (R11) 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**(R12) 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 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (R17) 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 (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults.**Online relationships**(R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) 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 (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online.**Being safe**(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) 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 (R27) that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources.**Physical Health and Well-Being – By end of primary, pupils should know:****Mental well-being**(H1) that mental well-being is a normal part of daily life, in the same way as physical health (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being(H9) 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 well-being or ability to control their emotions (including issues arising online) (H10) 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.**Internet safety and harms**(H11) that for most people the internet is an integral part of life and has many benefits (H12) 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 well-being(H13) 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 (H14) why social media, some computer games and online gaming, for example, are age restricted (H15) 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(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (H17) where and how to report concerns and get support with issues online.**Physical health and fitness**(H18) the characteristics and mental and physical benefits of an active lifestyle (H21) how and when to seek support including which adults to speak to in school if they are worried about their health. |
| **Changing Me****Relationships Education** - **By end of primary, pupils should know:****Families and the people who care for me**(R1) that families are important for children growing up because they can give love, security and stability (R2) 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 (R3) 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 (R4) 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 (R6) 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**(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.**Respectful relationships**(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.**Being safe**(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) 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 (R27) that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources.**Physical Health and Well-Being** – **By end of primary, pupils should know:****Mental well-being**(H1) that mental well-being is a normal part of daily life, in the same way as physical health (H2) 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 (H3) 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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being(H9) 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 well-being or ability to control their emotions (including issues arising online) (H10) 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.**Changing adolescent body**(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes(H35) about menstrual well-being including the key facts about the menstrual cycle. |