**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-identity  Understanding feelings  Being in a classroom  Being gentle  Rights and responsibilities | **Being Me in My World**  Feeling special and safe  Being part of a class  Rights and responsibilities  Rewards and feeling proud  Consequences  Owning the Learning Charter | **Being Me in My World**  Hopes and fears for the year  Rights and responsibilities  Rewards and consequences  Safe and fair learning environment  Valuing contributions  Choices  Recognising feelings | **Being Me in My World**  Setting personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices  Seeing things from others’ perspectives | **Being Me in My World**  Being part of a class team  Being a school citizen  Rights, responsibilities and democracy (school council)  Rewards and consequences  Group decision-making  Having a voice  What motivates behaviour | **Being Me in My World**  Planning for the forthcoming year  Being a citizen  Rights and responsibilities  Rewards and consequences  How behaviour affects groups  Democracy, having a voice, participating | **Being Me in My World**  Identifying goals for the year  Global citizenship  Children’s universal rights  Feeling welcome and valued  Choices, consequences and rewards  Group dynamics  Democracy, having a voice |
| **Celebrating Difference**  Identifying talents  Being special  Families  Where we live  Making Friends  Standing up for yourself | **Celebrating Difference**  Similarities and differences  Understanding bullying and knowing how to deal with it  Making new friends  Celebrating the differences in everyone | **Celebrating Difference**  Assumptions and stereotypes about gender  Understanding bullying  Standing up for self and others  Making new friends  Gender diversity  Celebrating difference and remaining friends | **Celebrating Difference**  Families and their differences  Family conflict and how to manage it (child centred)  Witnessing bullying and how to solve it  Recognising how words can be hurtful  Giving and receiving compliments | **Celebrating Difference**  Challenging assumptions  Judging by appearance  Accepting self and others  Understanding influences  Understanding bullying  Problem-solving  Identifying how special and unique everyone is  First impressions | **Celebrating Difference**  Cultural differences and how they can cause conflict  Racism  Rumours and name-calling  Types of bullying  Material wealth and happiness  Enjoying and respecting other cultures | **Celebrating Difference**  Perceptions of normality  Understanding disability  Power struggles  Understanding bullying  Inclusion/exclusion  Differences as conflict, difference as celebration  Empathy |
| **Dreams and Goals**  Challenges  Perseverance  Goal-setting  Overcoming obstacles  Seeking help  Jobs  Achieving goals | **Dreams and Goals**  Setting goals  Identifying successes and achievements  Learning styles  Working well and celebrating achievement with a partner  Tackling new challenges  Identifying and overcoming obstacles  Feelings of success | **Dreams and Goals**  Achieving realistic goals  Perseverance  Learning strengths  Learning with others  Group co-operations  Contributing to and sharing success | **Dreams and Goals**  Difficult challenges and achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to overcome obstacles  Evaluating learning processes  Managing feelings  Simple budgeting | **Dreams and Goals**  Hopes and dreams  Overcoming disappointment  Creating new, realistic dreams  Achieving goals  Working in a group  Celebrating contributions  Resilience  Positive attitudes | **Dreams and Goals**  Future dreams  The importance of money  Jobs and careers  Dream job and how to get there  Goals in different cultures  Supporting others (charity)  Motivation | **Dreams and Goals**  Personal learning goals, in and out of school  Success criteria  Emotions in success  Making a difference in the world  Motivation  Recognising achievements  compliments |
| **Healthy Me**  Exercising bodies  Physical activities  Healthy food  Sleep  Keeping clean  Safety | **Healthy Me**  Keeping myself healthy  Healthier lifestyle choices  Keeping clean  Being safe  Medicine safety/safety with household items  Road safety  Linking health and happiness | **Healthy Me**  Motivation  Healthier choices  Relaxation  Healthy eating and nutrition  Healthier snacks and sharing food | **Healthy Me**  Exercise  Fitness challenges  Food labelling and healthy swaps  Attitudes towards drugs  Keeping safe and why it’s important online and off line scenarios  Respect for myself and others  Healthy and safe choices | **Healthy Me**  Healthier friendships  Group dynamics  Smoking  Alcohol  Assertiveness  Peer pressure  Celebrating inner strength | **Healthy Me**  Smoking, including vaping  Alcohol  Alcohol and anti-social behaviour  Emergency aid  Body image  Relationships with food  Healthy choices  Motivation and behaviour | **Healthy Me**  Taking personal responsibility  How substances affect the body  Exploitation, including ‘county lines’ and gang culture  Emotional and mental health  Managing stress |
| **Relationships**  Family life  Friendships  Breaking friendships  Falling out  Dealing with bullying  Being a good friend | **Relationships**  Belonging to a family  Making friends/being a good friend  Physical contact preferences  People who help us  Qualities as a friend and person  Self-acknowledgement  Being a good friend to myself  Celebrating special relationships | **Relationships**  Different types of family  Physical contact boundaries  Friendship and conflict  Secrets  Trust and appreciation  Expressing appreciation for special relationships | **Relationships**  Family roles and responsibilities  Friendship and negotiation  Keeping safe online and who to go to for help  Being a global citizen  Being aware of how my choices affect others  Awareness of how other children have different lives  Expressing appreciation for family and friends | **Relationships**  Jealousy  Love and loss  Memories of loved ones  Getting on and falling out  Girlfriends and boyfriends  Showing appreciation to people and animals | **Relationships**  Self-recognition and self-worth  Building self-esteem  Safer online communities  Rights and responsibilities online  Online gaming and gambling  Reducing screen time  Dangers of online grooming  SMART internet safety rules | **Relationships**  Mental health  Identifying mental health worries and sources of support  Love and loss  Managing feelings  Power and control  Assertiveness  Technology safety  Take responsibility with technology use |
| **Changing Me**  Bodies  Respecting my body  Growing up  Growth and change  Fun and fears  Celebrations | **Changing Me**  Life-cycles – animal and human  Changes in me  Changes since being a baby  Differences between male and female bodies (correct terminology)  Linking growing and learning  Transition | **Changing Me**  Life cycles in nature  Growing from young to old  Increasing independence  Difference in male and female bodies (correct terminology)  Assertiveness  Preparing for transition | **Changing Me**  How babies grow  Understanding a baby’s needs  Outside body changes  Inside body changes  Family stereotypes  Challenging my ideas  Preparing for transition | **Changing Me**  Being unique  Having a baby  Girls and puberty  Confidence in change  Accepting change  Preparing for transition  Environmental change | **Changing Me**  Self –and body image  Influence of online and media on body image  Puberty for girls  Puberty for boys  Conception (including IVF)  Growing responsibly  Coping with change  Preparing for transition | **Changing Me**  Self-image  Body image  Puberty and feelings  Conception to birth  Reflections about change  Physical attraction  Respect and consent  Boyfriends/girlfriends  Sexting  Transition |

**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 anonymous  Being 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 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  (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.  **Being safe**  (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  (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**  (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  (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).  **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. |
| **Healthy Me**  **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  (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  (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  (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. |