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# TRINITY RSE & HEALTH EDUCATION POLICY

<i>Date Governor Approval</i>	<i>Date of next review</i>	<i>Notes</i>
July 2019	2020	Governor approval
May 2021	2022	Governor approval





## **Trinity RSE and Health Education Policy 2019**

### Content

- DFE Guidance on Relationship and Sex Education at secondary level
- Parental Right of excusal – secondary
- Subject content, how it is taught and who is responsible
- How the subject is monitored and evaluated
- Review date

### **DFE Guidance on Relationship and Sex Education at secondary level**

This document is in line with statutory guidance from the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017. The guidance ‘contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.’ P5

The DFE document shares the rationale of an RSE programme which is:

‘To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.’ P6

Other key things to note from the guidance are:

‘The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and

Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health

Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.’ P6

### **Parental right of excusal – secondary**

DFE Guidance: ‘This guidance also sets out both the rights of parents/carers to withdraw pupils from sex (but not relationships) education and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.’ Parents should make a written request for excusal to the Headteacher. Before granting any such request the head teacher will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

### **Curriculum Content**

In addition to developing the knowledge on topics specified for Primary, the following content, which is delivered with age appropriateness in mind, should be covered by the end of secondary:



Topic	Content description	How it is taught
Families	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to the raising of children.</li> <li>• how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>	<p>PSHE Sessions</p> <p>RE lessons</p> <p>Whole school and year group worship presentations</p> <p>Family Group</p> <p>Time curriculum</p> <p>ICT lessons</p> <p>Flexi-day sessions including outside agency input</p>
Respectful relationships, including friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>	<p>PSHE Sessions</p> <p>RE lessons</p> <p>Whole school and year group worship presentations</p> <p>Family Group</p> <p>Time curriculum</p> <p>ICT lessons</p> <p>Flexi-day sessions including outside agency input</p> <p>The Safe Havens project</p> <p>Metro LGBTQ antibullying project</p>



Topic	Content description	How it is taught
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.</li> <li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is against the law.</li> <li>• how information and data is generated, collected, shared and used online</li> </ul>	<p>PSHE Sessions</p> <p>Whole school and year group worship presentations Family Group Time curriculum</p> <p>ICT lessons</p> <p>Flexi-day sessions including outside agency input</p>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).</li> </ul>	<p>PSHE Sessions</p> <p>ICT Curriculum Family Group Time curriculum</p> <p>Character-day sessions including outside agency input</p>



Topic	Content description	How it is taught
Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• how prevalence of some STIs , the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>	PSHE Sessions  RE curriculum  Science curriculum  Flexi-day sessions including outside agency input
National curriculum for science	<p>Maintained schools are also required to teach the national curriculum for science. At key stage 3 and 4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDs. There continues to be no right of withdrawal from any part of the national curriculum.</p>	Science lessons



Topic	Content description	How it is taught
The Law	<p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and some which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> <li>• marriage and civil partnerships</li> <li>• consent, including the age of consent</li> <li>• violence against women and girls</li> <li>• online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)</li> <li>• pornography</li> <li>• abortion</li> <li>• sexuality</li> <li>• gender identity</li> <li>• substance misuse</li> <li>• violence and exploitation by gangs</li> <li>• extremism/radicalisation</li> <li>• criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</li> <li>• hate crime</li> </ul>	<p>PSHE Sessions</p> <p>RE curriculum</p> <p>Flexi-day sessions including outside agency input</p> <p>Whole school and year group worship presentations</p> <p>Family Group Time curriculum</p> <p>ICT Lessons</p>

## Curriculum Map

### Monitoring and Evaluation

- Regular revision of SOWs in PSHE, RE and Science in line with national curriculum.
- Collaboration between Character Education lead and SRE lead re curriculum content.
- Questionnaires and quizzing before and after events. Student and parent voice.

### Physical health and mental wellbeing

#### The DFE says:

'The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing, recognise issues in themselves and others and, when issues arise, seek support as early as possible from appropriate sources.'



Topic	Content description	How is it taught
Mental Wellbeing	Pupils should know: <ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• That happiness is linked to being connected to others.</li> <li>• How to recognise the early signs of mental wellbeing issues.</li> <li>• Common types of mental ill health (e.g. anxiety and depression).</li> <li>• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• The benefits of physical exercise, time outdoors, the benefits of adequate sleep and rest, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>	PSHE Sessions  Through worship curriculum and Character Education curriculum
Internet Safety and harms	Pupils should know: <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships (including social media), how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or get support, if they have been affected by those behaviours</li> </ul>	PSHE Sessions  ICT curriculum  Character curriculum
Physical Health and fitness	Pupils should know: <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health, the benefits of adequate sleep and rest.</li> <li>• facts about wider issues such as organ/blood donation.</li> </ul>	PSHE Sessions  PE curriculum
Healthy Eating	Pupils should know: <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including eating disorders and cancer.</li> </ul>	PSHE Sessions  Food Technology curriculum  Character curriculum



Topic	Content description	How it is taught
Drugs, Alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• The facts about legal substances and illegal substances, including drug-taking, and the associated risks, including the link to serious mental health conditions.</li> <li>• The law relating to the supply and possession of illegal substances.</li> <li>• The physical and psychological risks associated with alcohol consumption and what constitutes (relatively) safe alcohol consumption.</li> <li>• The physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>	<p>PSHE Sessions</p> <p>Character curriculum</p>
Health & Prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• About personal hygiene, germs (including microbes), the spread, treatment and prevention of infection, and about antibiotics.</li> <li>• About dental health and the benefits of good oral hygiene and flossing, including visits to the dentist.</li> <li>• (late secondary) the benefits of regular self-examination (including screening and immunisation).</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<p>PSHE Sessions</p> <p>Science curriculum</p>
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.13</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>	<p>PSHE Sessions</p> <p>Character curriculum</p>
Changing Adolescent Body	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>	<p>PSHE Sessions</p> <p>Science curriculum</p> <p>Character curriculum</p>

**Review Date: 26/05/2021**

**Reviewed by:** Ms F Hanlon, Assistant Headteacher





# Trinity Primary Phase RSE and Health Education Policy

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.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite



setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

### **Sex Education Primary**

Paragraph 67 of the DfE guidelines on teaching Relationships education and Health education:

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department of Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

### **Parental right of excusal – Primary**

DfE Guidance: 'This guidance also sets out both the rights of parents/carers to withdraw pupils from sex (but not relationships) education and the process that head teachers should follow in considering a request from a parent. As such, parents can opt to withdraw their child from the three Year 6 lessons under the topic 'Starting a Family' in which the topic of sex is a key theme.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.' Parents should make a written request for excusal to the Head of School. Before granting any such request the HoS will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.



# Trinity Primary Phase RSE Curriculum Coverage

	Lesson	Curriculum Coverage of Healthy, Happy Friendships
Year 1	1	<p><b>Relationship education: Caring friendships</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> </ul>
	2	<p><b>Relationship education: Caring friendships</b></p> <ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
	3	<p><b>Relationships education: Caring friendship</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• the characteristics of friendships</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>
Year 2	1	<p><b>Relationship education: Caring friendships</b></p> <ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>
	2	<p><b>Relationship education: Being safe</b></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul> <p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• The importance of permission seeking and giving in relationships with friends, peers and adults</li> </ul>
	3	<p><b>Relationship education: Being safe</b></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul> <p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• The importance of permission seeking and giving in relationships with friends, peers and adults</li> </ul>



	Lesson	Curriculum Coverage of Healthy, Happy Friendships
Year 3	1	<p><b>Relationship education: Caring friendships</b></p> <ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul> <p><b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>
	2	<p><b>Relationship education: Being safe</b></p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul> <p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of permission seeking and giving in relationships with friends, peers and adults.</li> </ul>
	3	<p><b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>
Year 4	1	<p><b>Relationship education: Caring friendships</b></p> <ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>
	2	<p><b>Relationship education: Caring friendships</b></p> <ul style="list-style-type: none"> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
	3	<p><b>Relationship education: Being safe</b></p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul> <p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of permission seeking and giving in relationships with friends, peers and adults.</li> </ul>
Year 5	1	<p><b>Relationship education: Caring friendships</b></p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> </ul>



	Lesson	<b>Curriculum Coverage of Healthy, Happy Friendships</b>
		<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>
	2	<p><b>Relationship education: Caring friendships</b></p> <ul style="list-style-type: none"> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
	3	<p><b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>
Year 6	1	<p><b>Relationship education: Caring friendships</b></p> <ul style="list-style-type: none"> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage conflict, and how to seek help or advice from others, if needed.</li> </ul> <p><b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>how to recognise and talk about their emotions, using a varied vocabulary when talking about their own and others' feelings.</li> </ul>
	2	<p><b>Relationship education: Caring friendships</b></p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>
	3	<p><b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>



	Lesson	Curriculum Coverage of Similarities and Differences
Year 1	1	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>
	2	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>
	3	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>the importance of permission seeking and giving in relationships with friends, peers and adults.</li> </ul> <p><b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>
Year 2	1	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>the importance of self-respect and how this links to their own happiness.</li> </ul> <p>Physical health and mental wellbeing: Mental wellbeing</p> <ul style="list-style-type: none"> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>
	2	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul> <p><b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>how to recognise and talk about their emotions.</li> </ul>
	3	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>
Year 3	1	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences.</li> </ul>



	Lesson	Curriculum Coverage of Similarities and Differences
	2	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>
	3	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul> <p><b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary or words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>
Year 4	1	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>the importance of self-respect and how this links to their own happiness</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>
	2	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>
	3	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>the conventions of courtesy and manners</li> <li>that in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect for others, including those in positions of authority.</li> </ul>
Year 5	1	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences</li> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>
	2	<p><b>Relationships education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>
	3	<p><b>Relationships education: Online relationships</b></p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>how information and data is shared and used online.</li> </ul>



	Lesson	Curriculum coverage of Similarities and Differences
	3 (cont)	<p><b>Physical health and mental wellbeing: Internet safety and harm</b></p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>
Year 6	1	<p><b>Relationships education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• that the same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</li> </ul> <p><b>Physical health and mental wellbeing: Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
	2	<p><b>Relationships education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• about different types of bullying (including cyber bullying), the impact of bullying, the responsibilities of bystanders (primarily to report bullying to an adult) and how to get help.</li> </ul> <p><b>Relationship education: Online relationships</b></p> <ul style="list-style-type: none"> <li>• differently online, including by pretending to be someone they are not</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul> <p><b>Physical health and mental wellbeing: Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
	3	<p><b>Relationships education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of respecting others, even those who are very different from them (for example, physically, in character, in personality or in background), or make different choices or have different preferences or beliefs.</li> </ul>
	Lesson	Curriculum Coverage of Caring and Responsibility
Year 1	1	<p><b>Relationship education: Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> </ul>
	2	<p><b>Relationship education: Families and people who care for us.</b></p> <ul style="list-style-type: none"> <li>• that stable, caring relationships...are important for children’s security as they grow up</li> </ul> <p><b>Relationship education: Being safe</b></p> <ul style="list-style-type: none"> <li>• where to get advice (e.g. family, school and/or other sources)</li> </ul> <p><b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own or others’ feelings.</li> </ul>





	Lesson	Curriculum Coverage of Caring & Responsibility
	3	<p><b>Relationship education: Being safe</b></p> <ul style="list-style-type: none"> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</li> <li>• where to get advice (e.g. family, school and/or other sources).</li> </ul>
Year 2	1	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>
	2	<p><b>Relationship education: Being safe</b></p> <ul style="list-style-type: none"> <li>• how to ask for help for themselves or others, and to keep trying until they are heard</li> <li>• where to get advice (e.g. family, school and/or other sources).</li> </ul>
	3	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them or make different choices of have different preferences or beliefs.</li> </ul> <p><b>Health education: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> </ul>
Year 3	1	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>
	2	<p><b>Relationship education: Being safe</b></p> <ul style="list-style-type: none"> <li>• what sort of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• how to report concerns or abuse, and the vocabulary needed to do so.</li> </ul> <p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• The importance of permission seeking and giving in relationships with friends, peers and adults</li> </ul>
	3	<p><b>Relationship education: Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> </ul> <p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul> <p><b>Health education: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings</li> </ul>
Year 4	1	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn should show due respect to others, including those in positions of authority.</li> </ul>
	2	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn should show due respect to others, including those in positions of authority.</li> </ul>
	3	<p><b>Relationship education: Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• the characteristics of healthy family life; commitment to each other, including in times of difficulty; protection and care for children and other family members; the importance of spending time together; and sharing each other’s lives</li> </ul>



	Lesson	<b>Curriculum Coverage of Caring and Responsibility</b>
	3 (cont)	<ul style="list-style-type: none"> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> </ul> <b>Relationship education: Respectful relationships</b> <ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>
Year 5	1	<b>Relationship education: Respectful relationships</b> <ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>
	2	<b>Physical health and mental wellbeing: Mental wellbeing</b> <ul style="list-style-type: none"> <li>that there is a normal range of emotions that all humans experience in relation to different experiences and situations</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>the benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness</li> <li>that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>
	3	<b>Physical health and mental wellbeing: Mental wellbeing</b> <ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>
Year 6	1	<b>Relationship education: Respectful relationships</b> <ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>
	2	This lesson meets DfE requirements for high-quality teaching in financial education or careers, which complements the national curriculum where appropriate and meets the ambition of the Careers Strategy (Foreword: Relationships education, Relationships and sex education, and Health education; DfE).
	3	<b>Relationship education: Being safe</b> <ul style="list-style-type: none"> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul> <b>Physical health and mental wellbeing: Mental wellbeing</b> <ul style="list-style-type: none"> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing.</li> </ul>
	Lesson	<b>Curriculum Coverage of Families and Committed Relationships</b>
Year 1	1	<b>Relationship education: Families and people who care for me</b> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> </ul>
	2	<b>Relationship education: Families and people who care for me</b> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.</li> </ul>
	3	<b>Relationship education: Families and people who care for me</b> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability</li> </ul>



	Lesson	<b>Curriculum Coverage of Families and Committed Relationships</b>
		<ul style="list-style-type: none"> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> </ul>
Year 2	1	<p><b>Relationship education: Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>that other's families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> </ul>
	2	<p><b>Relationship education: Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> </ul> <p>Relationship education: Being safe</p> <ul style="list-style-type: none"> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>
	3	<p><b>Relationship education: Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>that others' families, either in school or in the wider world, sometimes look different their family, but that they should respect those differences and know that other children's families are also categorised by love and care</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> </ul>
Year 3	1	<p><b>Relationships education: Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul> <p><b>Relationships education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>
	2	<p><b>Relationships education: Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children, and other family members, the importance of spending time together and sharing each other's lives</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>
	3	<p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>



	Lesson	Curriculum Coverage of Families and Committed Relationships
Year 4	1	<p><b>Relationships education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p><b>Relationships education: Being safe</b></p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>
	2	<p><b>Relationships education: Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> </ul>
	3	<p><b>Relationships education: Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</li> </ul>
Year 5	1	<p><b>Relationships education: Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b>Relationships education: Caring friendships</b></p> <ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>
	2	<p><b>Relationships education: Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care</li> <li>that families are important for children growing up because they can give love, security and stability</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li> </ul>
	3	<p><b>Relationships education: Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care</li> <li>that families are important for children growing up because they can give love, security and stability</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>
Year 6	1	<p><b>Relationships education / Sex education (primary)</b></p> <p><b>Paragraph 67 of the DfE guidelines on teaching Relationships education and Health education:</b></p> <p>It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department of Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.</p>
	2	
	3	



	Lesson	Curriculum Coverage of Similarities and Differences
Year 1	1	<p><b>Physical health and mental wellbeing: Physical and health fitness</b></p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>
	2	<p><b>Relationship education: Being safe</b></p> <ul style="list-style-type: none"> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other, contact</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>
	3	<p>Physical health and mental wellbeing: Physical and health fitness</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• what constitutes a healthy diet.</li> </ul> <p><b>Physical health and mental wellbeing: Health and prevention</b></p> <ul style="list-style-type: none"> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skins cancer</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about dental health and the benefits of good oral hygiene and dental flowing, including regular check-ups at the dentist</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> </ul>
Year 2	1	<p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li> </ul>
	2	<p><b>Physical health and mental wellbeing: Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
	3	<p><b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of life, in the same way as physical health</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• where are how to seek support including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions</li> <li>• 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.</li> </ul> <p><b>Physical health and mental wellbeing: Physical and health fitness</b></p> <ul style="list-style-type: none"> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p><b>Physical health and mental wellbeing: Health and prevention</b></p> <ul style="list-style-type: none"> <li>• the importance of sufficient sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
Year 3	1	<p><b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• simple self-care techniques, including the importance of rest.</li> </ul> <p><b>Physical health and mental wellbeing: Health and prevention</b></p> <ul style="list-style-type: none"> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>



	Lesson	Curriculum Coverage of Similarities and Differences
	2	<b>Physical health and mental wellbeing: Healthy eating</b> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
	3	<b>Physical health and mental wellbeing: Health and prevention</b> <ul style="list-style-type: none"> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• About personal hygiene and germs including bacteria, viruses and how they are spread and treated, and the importance of hand washing.</li> </ul>
Year 4	1	<b>Physical health and mental wellbeing: Physical and health fitness</b> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>
	2	<b>Physical health and mental wellbeing: Internet safety and harms</b> <ul style="list-style-type: none"> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> </ul> <b>Physical health and mental wellbeing: Physical and health fitness</b> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul> <b>Physical health and mental wellbeing: Healthy eating</b> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet.</li> </ul>
	3	<b>Relationship education: Caring friendships</b> <ul style="list-style-type: none"> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help of advice from others.</li> </ul> <b>Physical health and mental wellbeing: Healthy eating</b> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including calories and other nutritional content).</li> </ul> <b>Physical health and mental wellbeing: Internet safety and harms</b> <ul style="list-style-type: none"> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>
Year 5	1	<b>Relationship education: Respectful relationships</b> <ul style="list-style-type: none"> <li>• the importance of self-respect and how this links to their own happiness.</li> </ul> <b>Physical health and mental wellbeing: Mental wellbeing</b> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>
	2	<b>Physical health and mental wellbeing: Drugs, alcohol and tobacco</b> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
	3	<b>Physical health and mental wellbeing: Health and prevention</b> <ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses and how they are spread and treated, and the importance of handwashing</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
Year 6	1	<b>Relationship education: Respectful relationships</b> <ul style="list-style-type: none"> <li>• the importance of self-respect and how this links to their own happiness.</li> </ul>
	2	<b>Relationships education: Online relationships</b> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>



Lesson	Curriculum Coverage of Similarities and Differences
	<p><b>Physical health and mental wellbeing: Internet safety and harms</b></p> <ul style="list-style-type: none"><li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and other's mental and physical wellbeing</li><li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li><li>• why social media, some computer games and online gaming, for example, are age restricted</li><li>• that for most people the internet is an integral part of life and has many benefits</li><li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment take place, which can have a negative impact on mental health</li><li>• where and how to report concerns and get support with issues online.</li></ul>
3	<p><b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"><li>• that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li><li>• simple selfcare techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li><li>• 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.</li></ul>



	Lesson	Curriculum Coverage of Similarities and Differences
Year 1	1	<b>Relationship education: Families and people who care for me</b> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability</li> </ul>
	2	<b>Relationship education: Respectful relationships</b> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>
	3	<b>Relationship education: Respectful relationships</b> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul> <b>Physical health and mental wellbeing: Mental wellbeing</b> <ul style="list-style-type: none"> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>
Year 2	1	<b>Relationship education: Respectful relationships</b> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul>
	2	<b>Relationship education: Respectful relationships</b> <ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>
	3	<b>Relationship education: Respectful relationships</b> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>
Year 3	1	<b>Physical health and mental wellbeing: Mental wellbeing</b> <ul style="list-style-type: none"> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>
	2	<b>Physical health and mental wellbeing: Mental wellbeing</b> <ul style="list-style-type: none"> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>
	3	<b>Physical health and mental wellbeing: Mental wellbeing</b> <ul style="list-style-type: none"> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>
Year 4	1	<b>Physical health and mental wellbeing: Changing adolescent body</b> <ul style="list-style-type: none"> <li>key facts about puberty, the changing adolescent body and menstrual wellbeing</li> <li>the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>
	2	<b>Physical health and mental wellbeing: Changing adolescent body</b> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> </ul>
	3	<b>Physical health and mental wellbeing: Health and prevention:</b>





		<ul style="list-style-type: none"> <li>• about personal hygiene.</li> </ul> <p><b>Physical health and mental wellbeing: Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>
Year 5	1	<p><b>Physical health and mental wellbeing: Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
	2	<p><b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul> <p><b>Physical health and mental wellbeing: Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
	3	<p><b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>
Year 6	1	<p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul> <p><b>Physical health and mental wellbeing: Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>
	2	<p><b>Relationship education: Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> </ul> <p><b>Relationship education: Caring friendships</b></p> <ul style="list-style-type: none"> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> </ul> <p><b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul> <p><b>Physical health and mental wellbeing: Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>
	3	<p><b>Relationship education: Caring friendships</b></p>



	<ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li></ul> <p><b>Relationship education: Respectful relationships</b></p> <ul style="list-style-type: none"><li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li></ul> <p><b>Physical health and mental wellbeing: Mental wellbeing</b></p> <ul style="list-style-type: none"><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li></ul>
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