



Relationships and Sex Education Overview



Year 1

| Topic | In this unit of work, students learn... |
|---|---|
| Safe Relationships: Recognising privacy; staying safe | <ul style="list-style-type: none">• about situations when someone's body or feelings might be hurt and whom to go to for help• about what it means to keep something private, including parts of the body that are private• to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)• how to respond if being touched makes them feel uncomfortable or unsafe• when it is important to ask for permission to touch others |
| Respecting Ourselves and Others: How behaviour affects others; being polite and respectful | <ul style="list-style-type: none">• about what respect means in and out of school• how kind and unkind behaviour can make people feel• about class rules, being polite to others, sharing and taking turns |
| Families and Friendships: Roles of different people; families; feeling cared for | <ul style="list-style-type: none">• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers• the role these different people play in children's lives and how they care for them• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.• about the importance of telling someone — if they are worried about something in their family |
| Growing and Changing: Recognising what makes them unique and special; feelings; managing when things go wrong | <ul style="list-style-type: none">• to recognise what makes them special and unique including their likes, dislikes and what they are good at• how to manage and whom to tell when finding things difficult, or when things go wrong• how they are the same and different to others• about different kinds of feelings• how to recognise feelings in themselves and others• how feelings can affect how people behave |



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Year 2

| Topic | In this unit of work, students learn... |
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| <p>Safe Relationships: Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> | <ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • about the risks for help if they feel unsafe or worried and what vocabulary to use |
| <p>Respecting Ourselves and Others: Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> | <ul style="list-style-type: none"> • about the things they have in common with others, e.g. likes, dislikes, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views |
| <p>Families and Friendships: Making friends; feeling lonely and getting help</p> | <ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else |
| <p>Growing and Changing: Growing older; naming body parts; moving class or year</p> | <ul style="list-style-type: none"> • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year |



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Year 3

| Topic | In this unit of work, students learn... |
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| <p>Safe Relationships: Personal boundaries; safety responding to others; the impact of hurtful behaviour</p> | <ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online • About what privacy and personal boundaries are, including online • Basic strategies to help keep themselves safe online, e.g. passwords, using trusted sites and adult supervision • That bullying and hurtful behaviour is unacceptable in any situation • About the effects and consequences of bullying for the people involved • How to recognise face-to-face bullying • What to do and whom to tell if they see or experience bullying or hurtful behaviour |
| <p>Respecting Ourselves and Others: Recognising respectful behaviour, the importance of self-respect; courtesy and being polite</p> | <ul style="list-style-type: none"> • To recognise respectful behaviours, e.g. helping or including others, being responsible • How to model respectful behaviour in different situations, e.g. at home, online, at school • The importance of self-respect and their right to be treated respectfully by others • What it means to treat others, and be treated, politely • The ways in which people show respect and courtesy in different cultures and in wider society |
| <p>Families and Friendships: What makes a family; features of family life</p> | <ul style="list-style-type: none"> • To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • That being part of a family provides support, stability and love • About the positive aspects of being part of a family, such as spending time together and caring for each other • About the different ways that people can care for each other, e.g. giving encouragement or support in times of difficulty • To identify if/when something in a family might make someone upset or worried • What to do and whom to tell if family relationships are making them feel unhappy or unsafe |
| <p>Growing and Changing: Personal strengths and achievements; managing and reframing setbacks</p> | <ul style="list-style-type: none"> • That everyone is an individual and has unique and valuable contributions to make • To recognise their own strengths and interests as part of a person's identity • How to identify their own personal strengths and interests and what they're proud of (in school, out of school) • To recognise common challenges to self-worth, e.g. finding school work difficult, friendship issues • Basic strategies to manage and reframe setbacks, e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again |



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Year 4

| Topic | In this unit of work, students learn... |
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| <p>Safe Relationships: Responding to hurtful behaviour, managing confidentiality; recognising risks online</p> | <ul style="list-style-type: none"> • To differentiate between playful teasing, hurtful behaviour, and bullying, including online • How to respond if they witness or experience hurtful behaviour or bullying, including online • Recognise the difference between playful dares and dares which put someone under pressure, at risk, or make them feel uncomfortable • How to manage pressures associated with dares • When it is right to keep or break a confidence or share a secret • How to recognise risks online such as harmful content or contact • How people may behave differently online, including pretending to be someone they are not • How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online |
| <p>Respecting Ourselves and Others: Respecting differences between people and similarities; discussing difference sensitively</p> | <ul style="list-style-type: none"> • To recognise differences between people such as gender, race, faith • To recognise what they have in common with others, e.g. shared values, likes and dislikes, aspirations • About the importance of respecting the differences and similarities between people • A vocabulary to sensitively discuss difference and include everyone |
| <p>Families and Friendships: Positive friendships, including online</p> | <ul style="list-style-type: none"> • About the features of positive, healthy friendships such as mutual respect, trust, and sharing interests • Strategies to build positive friendships • How to seek support with relationships if they feel lonely or excluded • How to communicate respectfully with friends when using digital devices • How knowing someone online differs from knowing someone face-to-face and that there are risks in communicating with someone they don't know • What to do or whom to tell if they are worried about any contact online |
| <p>Growing and Changing: Personal identity; recognising individuality and different qualities; mental wellbeing</p> | <ul style="list-style-type: none"> • About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • How to recognise, respect, and express their individuality and personal qualities • Ways to boost their mood and improve emotional wellbeing • About the link between participating in interests, hobbies, and community groups and mental wellbeing |



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Year 5

| Topic | In this unit of work, students learn... |
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| Safe Relationships: Physical Contact and Feeling Safe | <ul style="list-style-type: none"> to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations how to ask for, give and not give permission for physical contact how it feels in a person's mind and body when they are uncomfortable that it is never someone's fault if they have experienced unacceptable contact how to respond to unwanted or unacceptable physical contact that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about whom to tell if they are concerned about unwanted physical contact |
| Respecting Ourselves and Others: Responding Respectfully to a Wide Range of People | <ul style="list-style-type: none"> to recognise that everyone should be treated equally why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own what discrimination means and different types of discrimination e.g. racism, sexism, homophobia to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online |
| Families and Friendships: Managing Friendships and Peer Influence | <ul style="list-style-type: none"> what makes a healthy friendship and how they make people feel included strategies to help someone feel included about peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication that it is common for friendships to experience challenges strategies to positively resolve disputes and reconcile differences in friendships that friendships can change over time and the benefits of having new and different types of friends how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable how and how to seek support in relation to friendships |
| Growing and Changing: Physical and Emotional Changes in Puberty | <ul style="list-style-type: none"> how to identify external genitalia and reproductive organs about the physical and emotional changes during puberty key facts about the menstrual cycle and menstrual wellbeing, erections, and wet dreams strategies to manage the changes during puberty including menstruation the importance of personal hygiene routines during puberty including washing regularly and using deodorant how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty |



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Year 6

| Topic | In this unit of work, students learn... |
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| Respecting Ourselves and Others: Expressing Opinions and Respecting Other Points of View | <ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements |
| Families and Friendships: Attraction to Others; Romantic Relationships; Civil Partnership and Marriage | <ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean, e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried |
| Safe Relationships: Consent in Different Situations | <ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • what consent means and how to seek and give/withdraw permission in different situations |
| Growing and Changing: Human Reproduction and Birth; Increasing Independence; Managing Transitions | <ul style="list-style-type: none"> • to recognise some of the changes as they grow up, e.g. increasing independence • about what being more independent might be like, including how it may affect feelings • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition, e.g. practising the bus route to secondary school • identify the links between love, committed relationships, and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs, i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • about the responsibilities of being a parent or carer and how having a baby changes someone's life |