



## Relationships Education

|            | RSE Statutory Guidance  | RE Curr | PE Curr | Science Curr | Comp-<br>uting<br>Curr | Heartsmart | NSPCC<br>PANTS | CW<br>Drug<br>Ed | First<br>Aid<br>Ed | Puberty<br>Ed | Anti -<br>Bullying<br>Week |
|------------|---|---------|---------|--------------|------------------------|------------|----------------|------------------|--------------------|---------------|----------------------------|
|            | <b>Families and people who care for me</b><br><i>Pupils should know...</i>  |         |         |              |                        |            |                |                  |                    |               |                            |
| <b>F1</b>  | that families are important for children growing up because they give love, security and stability.   |         |         |              |                        | √          |                |                  |                    |               |                            |
| <b>F2</b>  | 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. |         |         |              |                        | √          |                |                  |                    |               |                            |
| <b>F3</b>  | that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those difference sand know that other children's families are also characterised by love and care.  |         |         |              |                        | √          |                |                  |                    |               |                            |
| <b>F4</b>  | 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.  |         |         |              |                        | √          |                |                  |                    |               |                            |
| <b>F5</b>  | that marriage represents a formal and legally commitment of two people to each other which is intended to be lifelong.  | √       |         |              |                        | √          |                |                  |                    |               |                            |
| <b>F6</b>  | how to recognise if family relationships are making them feel unsafe or unhappy, and how to seek help or advice from others if needed.  |         |         |              |                        | √          | √              | √                |                    |               |                            |
|            | <b>Caring Friendships</b><br><i>Pupils should know....</i>  |         |         |              |                        |            |                |                  |                    |               |                            |
| <b>CF1</b> | how important friendships are in making us feel happy and secure, and how people choose and make friends  |         |         |              |                        | √          |                |                  |                    |               | √                          |

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| <b>CF2</b>   | the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.                    | ✓ |   |  |  | ✓ |   |   |  |   | ✓ |
| <b>CF3</b>   | that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.   | ✓ |   |  |  | ✓ |   |   |  |   | ✓ |
| <b>CF4</b>   | how to recognise who to trust and who not to trust, how to judge when a friendship is making them unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |   |   |  |  | ✓ | ✓ | ✓ |  | ✓ | ✓ |
| <b>Respectful Relationships</b><br><i>Pupils should know....</i> |   |   |   |  |  |   |   |   |  |   |   |
| <b>RR1</b>   | 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.           | ✓ |   |  |  | ✓ |   |   |  |   |   |
| <b>RR2</b>   | practical steps they can take in a range of different contexts to improve or support respectful relationships.  |   |   |  |  | ✓ |   |   |  |   |   |
| <b>RR3</b>   | the conventions or courtesy and manners.  |   | ✓ |  |  | ✓ |   |   |  |   |   |
| <b>RR4</b>   | the importance of self-respect and how this links to their own happiness.   |   |   |  |  | ✓ |   |   |  |   |   |
| <b>RR5</b>   | that in school and in wider society they can expect to be treated with respect by others, and in return they should show due respect to others, including those in position of authority.   | ✓ |   |  |  | ✓ |   |   |  |   |   |
| <b>RR6</b>   | that different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  |   |   |  |  | ✓ |   |   |  |   | ✓ |
| <b>RR7</b>   | what a stereotype is, and how stereotypes can be unfair, negative or destructive  | ✓ |   |  |  | ✓ |   |   |  |   |   |
| <b>RR8</b>   | the importance of permission-seeking and giving in relationships with friends, peers and adults   |   |   |  |  | ✓ | ✓ |   |  | ✓ |   |

| <b>Online Relationships</b><br><i>Pupils should know ....</i> |   |  |  |  |   |   |   |   |  |   |
|---|---|--|--|--|---|---|---|---|--|---|
| <b>OR1</b>  | that people sometimes behave differently online, including by pretending to be someone they are not.  |  |  |  | ✓ | ✓ |   |   |  |   |
| <b>OR2</b>  | that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online when we are anonymous      |  |  |  | ✓ | ✓ |   |   |  |   |
| <b>OR3</b>  | the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  |  |  |  | ✓ | ✓ |   |   |  |   |
| <b>OR4</b>  | how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.               |  |  |  | ✓ | ✓ |   |   |  |   |
| <b>OR5</b>  | how information and data is shared and used online.   |  |  |  | ✓ | ✓ |   |   |  |   |
| <b>Being Safe</b><br><i>Pupils should know...</i>             |   |  |  |  |   |   |   |   |  |   |
| <b>BS1</b>  | what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  |  |  |  | ✓ | ✓ | ✓ | ✓ |  |   |
| <b>BS2</b>  | 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. |  |  |  |   | ✓ | ✓ | ✓ |  | ✓ |
| <b>BS3</b>  | that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.                                |  |  |  |   | ✓ | ✓ |   |  | ✓ |
| <b>BS4</b>  | how to respond safely and appropriately to adults they may encounter (in all context, including online) whom they do not know.  |  |  |  | ✓ | ✓ |   |   |  |   |
| <b>BS5</b>  | how to recognise and report feelings of being unsafe or feeling bad about any adult.  |  |  |  |   | ✓ | ✓ |   |  | ✓ |
| <b>BS6</b>  | how to ask for advice or help for themselves or others, and to keep trying until they are heard.  |  |  |  |   | ✓ | ✓ |   |  | ✓ |

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| <b>BS7</b> | how to report concerns or abuse, and the vocabulary and confidence needed to do so. |  |  |  |   | ✓ | ✓ |  |  |  | ✓ |
| <b>BS8</b> | where to get advice e.g. family, school and/or other sources.                       |  |  |  | ✓ | ✓ | ✓ |  |  |  | ✓ |

### Health Education

|             | RSE Statutory Guidance   |  | PE Curr | Science Curri | Comp-uting Curr | Heartsmart | NSPCC PANTS | CW Drug Ed | First Aid | Puberty Ed | Anti Bullying Week |
|-------------|--|--|---------|---------------|-----------------|------------|-------------|------------|-----------|------------|--------------------|
|             | <b>Mental Welbeing</b><br><i>Pupils should know...</i>   |  |         |               |                 |            |             |            |           |            |                    |
| <b>MW 1</b> | that mental wellbeing is a normal part of daily life, in the same way as physical health.  |  |         |               |                 | ✓          |             |            |           |            |                    |
| <b>MW 2</b> | 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. |  |         |               |                 | ✓          |             |            |           |            |                    |
| <b>MW 3</b> | 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.  |  |         |               |                 | ✓          |             |            |           |            |                    |
| <b>MW 4</b> | how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.   |  |         |               |                 | ✓          |             |            |           |            |                    |
| <b>MW 5</b> | the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.   |  | ✓       |               |                 | ✓          |             |            |           |            |                    |
| <b>MW 6</b> | simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.   |  |         |               |                 | ✓          |             |            |           |            |                    |
| <b>MW 7</b> | isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  |  |         |               |                 | ✓          |             |            |           |            |                    |

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| <b>MW 8</b>   | that bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.  |  |  |  |   | ✓ |  |  |  |  | ✓ |
| <b>MW 9</b>   | 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). |  |  |  | ✓ | ✓ |  |  |  |  | ✓ |
| <b>MW 10</b>  | 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.   |  |  |  |   | ✓ |  |  |  |  |   |
| <b>Internet Safety and Harms</b><br><i>Pupils should...</i> |  |  |  |  |   |   |  |  |  |  |   |
| <b>ISH 1</b>  | that for most people the internet is an integral part of life and has many benefits  |  |  |  | ✓ | ✓ |  |  |  |  |   |
| <b>ISH 2</b>  | 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.  |  |  |  | ✓ | ✓ |  |  |  |  |   |
| <b>ISH 3</b>  | 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 safe.  |  |  |  | ✓ | ✓ |  |  |  |  |   |
| <b>ISH 4</b>  | why social media, some computer games and online gaming, for example, are age restricted.  |  |  |  | ✓ | ✓ |  |  |  |  |   |
| <b>ISH 5</b>  | 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.  |  |  |  | ✓ | ✓ |  |  |  |  | ✓ |
| <b>ISH 6</b>  | how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.  |  |  |  | ✓ | ✓ |  |  |  |  |   |
| <b>ISH 7</b>  | where and how to report concerns and get support with issues online.   |  |  |  | ✓ | ✓ |  |  |  |  |   |

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| <b>Physical Health and Fitness</b><br><i>Pupils should know...</i> |   |  |   |   |  |   |  |   |  |  |
| <b>PH1</b>   | the characteristics and mental and physical benefits of an active lifestyle.  |  | ✓ |   |  | ✓ |  |   |  |  |
| <b>PH2</b>   | 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. |  | ✓ |   |  | ✓ |  |   |  |  |
| <b>PH3</b>   | the risks associated with an inactive lifestyle (including obesity).  |  | ✓ |   |  | ✓ |  |   |  |  |
| <b>PH4</b>   | how and when to seek support including which adults to speak to in school if they are worried about their health.   |  |   |   |  | ✓ |  |   |  |  |
| <b>Healthy Eating</b><br><i>Pupils should know...</i>              |   |  |   |   |  |   |  |   |  |  |
| <b>HE1</b>   | what constitutes a healthy diet (including understanding calories and other nutritional content).   |  |   | ✓ |  | ✓ |  |   |  |  |
| <b>HE2</b>   | the principles of planning and preparing healthy meals.   |  |   | ✓ |  | ✓ |  |   |  |  |
| <b>HE3</b>   | 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).            |  |   | ✓ |  | ✓ |  | ✓ |  |  |
| <b>Drugs, Alcohol and Tobacco</b><br><i>Pupils should know...</i>  |   |  |   |   |  |   |  |   |  |  |
| <b>DAT 1</b>   | the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.  |  |   | ✓ |  | ✓ |  | ✓ |  |  |
| <b>Health and Prevention</b><br><i>Pupils should know...</i>       |   |  |   |   |  |   |  |   |  |  |
| <b>HP1</b>   | how to recognise early signs of physical illness, such as weight loss, or unexplained changes   |  |   |   |  | ✓ |  |   |  |  |
| <b>HP2</b>   | about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.   |  |   | ✓ |  | ✓ |  |   |  |  |

