

## **Relationships [and Sex] Education – The National Requirements**

The legal coverage requirements for Primary Relationships [and Sex] Education are as follows:

### **By the end of Primary School:**

#### **FAMILIES AND PEOPLE WHO CARE FOR ME: Pupils should know**

1. That families are important for children growing up because they can give love, security and stability.
2. 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.
3. 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.
4. 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.
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **CARING FRIENDSHIPS: Pupils should know that**

7. How important friendships are in making us feel happy and secure, and how people choose and make friends.
8. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
9. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
10. 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.
11. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

#### **RESPECTFUL RELATIONSHIPS: Pupils should know that**

12. 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.
13. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
14. The conventions of courtesy and manners.
15. The importance of self-respect and how this links to their own happiness.
16. 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
17. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
18. What a stereotype is, and how stereotypes can be unfair, negative or destructive.
19. The importance of permission-seeking and giving in relationships with friends, peers and adults

#### **ONLINE RELATIONSHIPS: Pupils should know that**

20. That people sometimes behave differently online, including by pretending to be someone they are not.
21. 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.
22. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
23. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
24. How information and data is shared and used online

#### **BEING SAFE: Pupils should know that**

25. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
26. 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.
27. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
28. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
29. How to recognise and report feelings of being unsafe or feeling bad about any adult.
30. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
31. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
32. Where to get advice e.g. family, school and/or other sources

### Teaching Units at Mayflower Primary School

	Taught through PBL	Taught as a Discrete Unit	Assemblies and Curriculum Days
Year	Autumn Term	Spring Term	Summer Term
EYFS*			
<b>Year 1</b>	Mental health – caring friendships What makes us special?	How can we keep healthy?	How do we stay safe? Lifestyle – using money
	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class
<b>Year 2</b>	How do we stay safe on the Internet? What makes our family special? What is healthy eating? What is bullying? (link to Anti-Bullying Week)	How do we show our feelings?	How can I care for the environment?
	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class
<b>Year 3</b>	Being safe, including online relationships – what are the rules that keep us safe? Families – what is the same and different about us? Careers – what job would you like? What can we do about bullying?	How can we describe our feelings? Being safe, including online relationships – What are the rules that keep us safe (how to avoid risks, hazards and danger both at home and outside)	What are the rule that keep us safe? (peer pressure) How can I improve my healthy lifestyle?
	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class
<b>Year 4</b>	How can I use the Internet safely? How can we be a good friend?	How do my emotions change and why? How can I eat well?	How can I manage money? What is marriage?
	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class
<b>Year 5</b>	How did life change for children during WW2? What are the risks and benefits of the Internet? What makes a community/ What is diversity? (link to Alan Turing)	Why is space travel and exploration so important? What affects my emotional wellbeing? What is diversity? (link to Hidden Figures)	How does climate change affect people and communities? How can we improve the safety of our local environment? How can we stay healthy? How do we grow and change?
	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class
<b>Year 6</b>	What makes a happy and healthy relationship? Do families always keep us safe? How do we keep safe online? What are our responsibilities and what are our Human Rights?	How can I get help to manage my emotional wellbeing? Warning Zone (all aspects of being safe)	How can we manage risk? What is reproduction? What makes us enterprising?
	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class	See termly assembly plan for core focus and how this links to our Determination, teachers to follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class

### Relationships [and Sex] Education – EYFS and Programmes of Study Coverage

This page provides a summary of how the EYFS and the National Curriculum Programmes of Study for Relationships [and Sex] Education have been covered through the teaching units previously disclosed (see page 2). It can also serve as a useful planning aid, ensuring that staff can plan progressive learning experiences for our children, with due regard for their prior learning, which can also be accessed via the Digital Archive. From the planned units, it can be concluded that the curriculum has been covered in full, with a breadth of study in Key Stage 2 that embraces all aspects of the Programmes of Study.

Year	Autumn Term	Spring Term	Summer Term
<b>EYFS</b>			
<b>Year 1</b>	Caring friendships (7 and 9) Families (1)	Staying healthy (2)	Staying safe (25 and 28)
<b>Year 2</b>	Online relationships (20, 22, and 25) Families (1, 2, 3 and 4) Healthy eating (2) Respectful relationships (17)	Caring friendships (7, 8 and 9)	Environmental education (N/A)
<b>Year 3</b>	Online relationships (20, 21 and 23) Families (3 and 4) Careers (N/A) Respectful relationships (17 and 18)	Being safe (29 and 30) Online relationships (20, and 22)	Being safe (25) Respectful friendships (9)
<b>Year 4</b>	Online relationships (20, 21, 22, 23 and 24) Caring friendships (7, 8, 9, 10, and 11)	Respectful relationships (12, 13, 16, and 19) Healthy eating (N/A)	Money management (N/A) Families (5 and 6)
<b>Year 5</b>	Online relationships (20, 21, 22, 23, and 24) Families (1, 3 and 4) Respectful relationships (12, 16, and 18)	Respectful relationships (12, 16, and 18) Caring friendships (7-11)	Being safe (25-32) Staying healthy (N/A) Growing and changing (N/A – SRE component)
<b>Year 6</b>	Respectful relationships (12-19) Families (5 and 6) Online relationships (20-24) Human Rights (UNCRC) and our responsibilities to others	Warning Zone: Being safe (25-32) Respectful relationships (12, 16, and 18)	Being safe (25-31) What is reproduction (N/A – SRE component) Enterprise (N/A)

### Relationships [and Sex] Education Curriculum – Sequencing

Year	Autumn Term	Spring Term	Summer Term
<b>EYFS</b>	At the beginning of the new school year, practitioners will place a very strong emphasis on the priorities within PSED (40-60 and ELG), developing a respectful learning community, caring friendships, and respectful relationships.	As children now feel more settled, the focus will be broader across PSED, including self-regulation, managing self, and building relationships. Relationships across the setting will also deepen, with parents attending to strengthen family links.	As children move through the 3 ELGs within PSED, further opportunities will be facilitated for the children in F1 to move towards the expectations for 40-60, and the ELGs at the end of F2. Links with families will also deepen further.
<b>Year 1</b>	As the children will return to school, they will notice that their classes are different. This happens at the beginning of each phase, and is a good opportunity to really focus caring friendships, and self-esteem. All children will recognise they have much to offer, and can expect good relationships with all.	Now that the children are settled, giving them opportunities to share their feelings will help with self-regulation and empathy. Seeing the world through the eyes of others will help them to deepen their relationships, and develop caring friendships that will support them as they progress through Key Stage 1.	At the end of Year 1, the children will not be daunted by the prospect of taking positive actions to stay safe. This will include our peers, and positive forms of response when others may be making negative choices. As with other aspects of study, this will help the children to contribute to the school's ethos and values.
<b>Year 2</b>	Given the progression of the computing curriculum, the children will encounter some elements of the Online Safety unit. Their understanding Family will also deepen, as well as a first opportunity to consider diversity. Anti-bullying week is also a focus, giving children practical strategies linked to the school's overall culture of safeguarding.	Now that the children are a little older and have been supported to speak openly about their feelings, study will focus on how talking about our feelings will help us to understand them better. Once this understanding has been secured, they will be clearer about how their actions can impact on the friendships they develop with others.	Through mindfulness teaching, the children learn to understand the relationship between their mental wellbeing and happiness overall. The natural environment contributes to this relationship, and bring calm, a sense of purpose, and reward. Links with the SDGs will also be explored further, as well as the ongoing PBL.
<b>Year 3</b>	With the transition to Key Stage 2, the likelihood of the children becoming vulnerable online increases. At the beginning of the year, keynote messages will be revised, as well as new aspects of study, including how to critique and assess the online relationships we may have. Help strategies will also be considered, and the feelings associated with this.	During the spring term, the children's awareness will be broadened, by considering other common hazards they may encounter. This will include a basic revision of the online safety sessions delivered at the beginning of the school year. Finally, risk avoidance will be considered through the ways that risk can be accessed. Peer pressure will also be part of this.	Developing on from peers and safety, this unit will allow the children to take their studies deeper. As closer friendships begin to develop, the children will possess the skills and resilience they need to make the right judgements about their friendships and also some of the risks they may encounter if this aspect of their relationships is not fully addressed.
<b>Year 4</b>	As with the majority of year groups at school, online safety will be revisited at an age-appropriate level, and reflected against curriculum content for Computing. Friendships will also be revisited, and given higher levels of empathy in Year 4, they will understand more clearly how their actions contribute to the quality of relationships that can be developed over time.	To prepare children for the work on puberty, emotions will be considered and how external factors can affect how we feel. Equally, by exercising control over these environmental factors can help to ensure that our emotions are both positive and healthy. Our relationship with healthy food can also be viewed through the lens of positive emotions.	Now that the children are older, they can consider marriage, which for the majority of our children will be the norm. Equally, they can understand the obligations within the Equality Act (2010), and prepare them for encountering families that differ from their own. Narrative will also be used to establish diversity and acceptance.
<b>Year 5</b>	The diversity focus established at the end of Year 4 will deepen as the children look at Alan Turing within the context of their ongoing PBL. Given what happened to Alan, they can gain insight around intolerance. Internet safety will again be revisited, as well as the concept of community in our friendships and relationships.	Developing the diversity focus still further, hidden figures will be looked at through the PBL and how norms at the time led to prejudice and discrimination that is now against the law. Not only will the legal framework be established, but also the moral obligations we all have to ensure we can all live well together.	Although science based, the puberty unit will be delivered in Year 5, linked back to the unit on emotions in Year 4. Links will also be established with how positive health choices can be made and a revision of how the environment can make a direct contribution to our mental, physical and emotional wellbeing.
<b>Year 6</b>	Given the strong focus on diversity in years 4 and 5, the children are ready to deepen their understanding of families and respectful relationships. Assumptions made about families can also be challenged, offset against RRSA and the Fortitude Project. Finally, staying safe online will again be revisited at an age-appropriate level.	The annual visit to the Warning Zone will give our children a practical understanding of all the risks they may encounter, including peer pressure. This will make a direct contribution to their transition to Key Stage 3, where they may be tempted into making decisions that do not keep them safe. Emotions will also make a direct contribution to their contextual understanding.	As part of the science curriculum, and building on puberty, the children will have an opportunity to consider reproduction (although not the sexual act, which will be taught in Key Stage 3). The Mela provides an excellent opportunity or the children to consider enterprise culture, and some of the skills they may need to be successful within this forum.

