### 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 13 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.
- 3. 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** 

Year 1  Mental health – caring friendships Who makes us special?  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  Year 2  How do we stay safe on the Internet? What makes our flaminy special? What is bullying? (ink to Ani-Bullying Woek) 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  Year 3  Being safe, including online relationships – what are the rules that keep us safe? What can be a good friend? What is the same and different about us? Careers – what job would you like? What can we do about bullying?  Year 4  Year 4  Year 4  Year 5  How can I care to flow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class  Year 5  How can I care to flow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class  Year 6  What can be a good friend?  How can I use the Internet safely?  How can I use the Internet safely?  How can I was the follow-up individual matters through Circle Time etc., Worry Boxes to provide additional focus in class  Year 5  How can I use the Internet safely?  How can I use the Internet safely?  How do my emotions change and why?  How can I use the Internet safely?  How can I use the Internet safely?  How can I use the Internet safely?  How can I manage money?  What a developed additional focus in class  Year 5  How do my emotions change and why?  What affects my emotional matters through Circle Time etc., Worry Boxes to provide additional focus in class  Year 5  How do my emotions change and why?  How do my emotio		Taught through PBL	Taught as a Discrete Unit Assemblies and Curriculum Days		
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## 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
EYFS			
Year 1	Caring friendships (7 and 9) Families (1)	Staying healthy (2)	Staying safe (25 and 28)
Year 2	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)
Year 3	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)
Year 4	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)
Year 5	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)
Year 6	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	
EYFS	At the beginning of the new school year, practitioners	As children now feel more settled, the focus will be		
	will place a very strong emphasis on the priorities within	broader across PSED, including self-regulation,	further opportunities will be facilitated for the children in	
	PSED (40-60 and ELG), developing a respectful	managing self, and building relationships. Relationships	F1 to move towards the expectations for 40-60, and the	
	learning community, caring friendships, and respectful relationships.	across the setting will also deepen, with parents attending to strengthen family links.	ELGs at the end of F2. Links with families will also deepen further.	
Year 1	As the children will return to school, they will notice that	Now that the children are settled, giving them	At the end of Year 1, the children will not be daunted by	
i ear i	their classes are different. This happens at the	opportunities to share their feelings will help with self-	the prospect of taking positive actions to stay safe. This	
	beginning of each phase, and is a good opportunity to	regulation and empathy. Seeing the world through the	will include our peers, and positive forms of response	
	really focus caring friendships, and self-esteem. All	eyes of others will help them to deepen their	when others may be making negative choices. As with	
	children will recognise they have much to offer, and can	relationships, and develop caring friendships that will	other aspects of study, this will help the children to	
	expect good relationships with all.	support them as they progress through Key Stage 1.	contribute to the school's ethos and values.	
Year 2	Given the progression of the computing curriculum, the	Now that the children are a little older and have been	Through mindfulness teaching, the children learn to	
	children will encounter some elements of the Online	supported to speak openly about their feelings, study	understand the relationship between their mental	
	Safety unit. Their understanding Family will also	will focus on how talking about our feelings will help us	wellbeing and happiness overall. The natural	
	deepen, as well as a first opportunity to consider diversity. Anti-bullying week is also a focus, giving	to understand them better. Once this understanding has been secured, they will be clearer about how their	environment contributes to this relationship, and bring calm, a sense of purpose, and reward. Links with the	
	children practical strategies linked to the school's overall	actions can impact on the friendships they develop with	SDGs will also be explored further, as well as the	
	culture of safeguarding.	others.	ongoing PBL.	
Year 3	With the transition to Key Stage 2, the likelihood of the	During the spring term, the children's awareness will be	Developing on from peers and safety, this unit will allow	
	children becoming vulnerable online increases. At the	broadened, by considering other common hazards they	the children to take their studies deeper. As closer	
	beginning of the year, keynote messages will be	may encounter. This will include a basic revision of the	friendships begin to develop, the children will possess	
	revised, as well as new aspects of study, including how	online safety sessions delivered at the beginning of the	the skills and resilience they need to make the right	
	to critique and assess the online relationships we may	school year. Finally, risk avoidance will be considered	judgements about their friendships and also some of the	
	have. Help strategies will also be considered, and the	through the ways that risk can be accessed. Peer	risks they may encounter if this aspect of their	
Year 4	feelings associated with this.  As with the majority of year groups at school, online	pressure will also be part of this.  To prepare children for the work on puberty, emotions	relationships is not fully addressed.  Now that the children are older, they can consider	
rear 4	safety will be revisited at an age-appropriate level, and	will be considered and how external factors can affect	marriage, which for the majority of our children will be	
	reflected against curriculum content for Computing.	how we feel. Equally, by exercising control over these	the norm. Equally, they can understand the obligations	
	Friendships will also be revisited, and given higher	environmental factors can help to ensure that our	within the Equality Act (2010), and prepare them for	
	levels of empathy in Year 4, they will understand more	emotions are both positive and healthy. Our relationship	encountering families that differ from their own.	
	clearly how their actions contribute to the quality of	with healthy food can also be viewed through the lens of	Narrative will also be used to establish diversity and	
	relationships that can be developed over time.	positive emotions.	acceptance.	
Year 5	The diversity focus established at the end of Year 4 will	Developing the diversity focus still further, hidden figures	Although science based, the puberty unit will be	
	deepen as the children look at Alan Turing within the	will be looked at through the PBL and how norms at the	delivered in Year 5, linked back to the unit on emotions	
	context of their ongoing PBL. Given what happened to Alan, they can gain insight around intolerance. Internet	time led to prejudice and discrimination that is now against the law. Not only will the legal framework be	in Year 4. Links will also be established with how positive health choices can be made and a revision of	
	safety will again be revisited, as well as the concept of	established, but also the moral obligations we all have to	how the environment can make a direct contribution to	
	community in our friendships and relationships.	ensure we can all live well together.	our mental, physical and emotional wellbeing.	
Year 6	Given the strong focus on diversity in years 4 and 5, the	The annual visit to the Warning Zone will give our	As part of the science curriculum, and building on	
	children are ready to deepen their understanding of	children a practical understanding of all the risks they	puberty, the children will have an opportunity to consider	
	families and respectful relationships. Assumptions	may encounter, including peer pressure. This will make	reproduction (although not the sexual act, which will be	
	made about families can also be challenged, offset	a direct contribution to their transition to Key Stage 3,	taught in Key Stage 3). The Mela provides an excellent	
	against RRSA and the Fortitude Project. Finally, staying	where they may be tempted into making decisions that	opportunity or the children to consider enterprise culture,	
	safe online will again be reprised at an age-appropriate	do not keep them safe. Emotions will also make a direct	and some of the skills they may need to be successful	
	level.	contribution to their contextual understanding.	within this forum.	