

Coverage of Relationships Education

	Y1	Y2	Y3	Y4	Y5	Y6	
Families and people who care for me							
that families are important for children growing up because they can give love, security and stability.		RSE MHW				RSE	
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.		RSE					
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 for them.		RSE	ISE				
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.		RSE MHW					
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						RSE	It is discussed what marriage is and includes civil partnerships and all loving relationships between two people
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	KSMR				KSMR*		Families In Y5 we look at other issues relating to unhappy/unsafe family relationships (high & low level issues)
Caring Friendships							
how important friendships are in making us feel happy and secure, and how people choose and make friends.		MHW				RSE*	Y6 – Refers to friendships within intimate relationships
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.		MHW	ISE	FF		RSE FF	
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.		MHW RSE* FF		FF	FF	FF	
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.	ISE	MHW FF	MHW		KSMR* FF		Y5 – Refers to the violence element only

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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 these situations and how to seek help or advice from others, if needed.	KSMR*	MHW	KSMR		KSMR FF		A focus on who to trust needs to be included Y1 – Highlight that bad touches could be from someone who they perceive is a friend Y2 - Need to cover how to seek advice and help
Respectful relationships							
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	ISE BSBD	RSE	ISE	BSBD		RSE	
practical steps they can take in a range of different contexts to improve or support respectful relationships.	ISE	MHW	MHW SP BSBD	BSBD	KSMR SP FGBM	FF	
the conventions of courtesy and manners.	Through the school's visions and values – CARE points.						Ground rules - respect and considerations for others
the importance of self-respect and how this links to their own happiness.	ISE FGBM		MHW			FGBM	
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.		RSE	ISE BSBD		ISE	RSE	Y3 MM – need to use the word respect during this lesson
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.			KSMR	BSBD	KSMR* ISE		Y5 – focus in on the link between online posts/photos and cyberbullying Y4 MM – second film clip is about bullying
what a stereotype is, and how stereotypes can be unfair, negative or destructive.		RSE			ISE BSBD	RSE	
The importance of permission-seeking and giving in relationships with friends, peers and adults	KSMR			KSMR (DV)		KSMR RSE	There is a dedicated half termly safeguarding Collective Worship covering topics such as consent.
Online relationships							
that people sometimes behave differently online, including by pretending to be someone they are not.					KSMR		

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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.							<p>Covered within the KS2 Computing curriculum. Jessie and friends unit in Year 2. National Online Safety Day.</p> <p>KS2 computing lessons. National Online Safety Day. Y4 – refers to harmful content in computer games</p> <p>KS2 computing lessons. Half termly safeguarding Collective Worship. Jessie and Friends Unit Year 2.</p> <p>Online Safety Day.</p>
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.		KSMR		KSMR	KSMR		
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.							
how information and data is shared and used online.							
Being safe							
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	KSMR	FF	FF	SE	FGBM FF	KSMR FGBM FF	<p>This doesn't include anything on a digital context</p> <p>Y6 – in the context of peer pressure as an inappropriate boundary</p>
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.	KSMR						<p>Half termly safeguarding Collective Worship. National online safety.</p> <p>Y5 – Resources link to online safety and CSE</p>
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	KSMR					KSMR (FGM)	
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.						KSMR	
how to recognise and report feelings of being unsafe or feeling bad about any adult.	KSMR				KSMR	KSMR (FGM)	
how to ask for advice or help for self and for others, and to keep trying until they are heard.	KSMR				SP		
how to report concerns or abuse, and the vocabulary and confidence needed to do so.			KSMR		KSMR		<p>Yr 3 – in the context of bullying</p> <p>Yr5 – in the context of domestic violence</p>

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where to get advice e.g. family, school and/or other sources.				RSE	KSMR	RSE	This is referenced throughout the MindMate curriculum

Coverage of Health Education which links to RSE

	Y1	Y2	Y3	Y4	Y5	Y6	
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Changing adolescent body

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes				RSE		RSE	
about menstrual wellbeing including key facts about the menstrual cycle.				RSE		RSE	

Please note, as this should be a spiral curriculum, some of these objectives maybe covered in part, depending on the age group, and not be fully covered until pupils have completed their journey in primary school.

RSE – Relationships and Sex Education

KSMR – Keeping safe and managing risk

ISE – Identify society and equality

MHW – Mental health and wellbeing

MindMate

FGBM – Feeling good and being me

FF – Friends and family

SE – Strong emotions

BSBD – Being the same being different

SP – Solving problems