

**Appendix 1 Relationships and Sex Education Curriculum**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y E A R  E Y F S	Me and My Relationships Knowing myself and what makes me special; Knowing who my special people are and who can help me; Knowing my feelings and how to cope with them.	Valuing Difference Knowing that while I am special, you are too; Knowing some families are the same and some are different; Knowing we are live in different types of houses; knowing how to be kind and caring and important that is.	Keeping Myself Safe What’s safe to go into my body; how to be safe inside and outside; to know I need to listen to my feelings and know what makes me happy and sad; to know that I have to be careful with online things so I am safe; knowing who can me to stay safe.	Rights and Responsibilities I should look after my special people and my friends; I should be helpful at home and care for my classroom; Knowing how to care for our world in simple terms e.g. not throwing rubbish on the street; knowing that people have money and that they can spend it and that it should be kept safe.	Being My Best How you bounce back when things go wrong; Having an ‘I can’ attitude; knowing about some foods that can help me stay healthy; knowing why I should move my body – exercise; know why a good night’s sleep is so important.	Growing and Changing Know about the seasons; Know that different living things have life stages e.g. plants, animals, humans; Knowing that I am getting bigger; me and my body – girls and boys.
Y E A R  1	Me and My Relationships Which groups we belong to e.g. family; know a range of feelings; know that bodies and feelings can be hurt; know why we have rules; know what makes a good friend; how to make up and listen to each other.	Valuing Difference Know that people are different; know that some families are different; know about bullying and being unkind; know how school rules help them; know about their special people; know the difference between fair and unfair, kind and unkind.	Keeping Myself Safe Know how we get energy; importance of sleep; know about keeping themselves safe and telling a trusted adult; know about feelings of loss, know medicines can make people feel better and how to be safe around them; understand about good and bad touches and the ‘PANTS’ rule; Name and know which parts should be private e.g. bottom, privates.	Rights and Responsibilities Know about personal hygiene; learn to care for school and other things e.g. plant; Know where money comes from; know about value of coins and notes and how to keep money safe.	Being My Best Know about five-a-day; know about personal taste in food; know catch it, kill it, bin it and need to wash hands; know that people make mistakes when learning and that is okay; know how their own behaviour can affect others.	Growing and Changing Know major parts of the body e.g. heart and lungs; know about caring for a baby; know about changes between baby, toddler and now; know difference between teasing and bullying; know about trusted adults; know difference between a secret and a nice surprise; know parts of body that are private and how to keep them private.

Y E A R  2	Me and My Relationships Take part in writing classroom rules; increase range of words to describe feeling; understand difference between bullying and teasing; Know difference between bullying and isolated unkind behaviour; know who can help; know how special friendship is; know how to deal with feelings – including anger;	Valuing Difference Identify some physical differences and similarities; know who their special people are; know how their behaviour can affect others; know how it feels to be left out of a group; know what a difference kind and also unkind behaviour can make to others; know how to be a good listener; begin to learn how negotiation can help maintain positive friendships.	Keeping Myself Safe Know about safety around medicines; know when they feel safe and unsafe; know who they can talk to if they feel unsafe; Know how body language gives clues about how a person is feelings; know what touches they like and do not like; know what to do if they are touched in a way they don't like; identify difference between safe secrets which are a nice surprise and unsafe secrets.	Rights and Responsibilities Know how to get on with others; know how to control their 'impulsive' behaviour; know which people in and out of school keep them safe; know what they like about the school environment; know about choices about what to do with their money; know the difference between need and want when spending money; know that money can be saved.	Being My Best Know about the importance of a 'can do' attitude; know what choices they have and what choices are made for them; know about their likes and dislikes; know how germs are spread and how to prevent it; know importance of vaccinations; know about oral hygiene; know about our bodies need for energy and how sleep & exercise keep us well; know major body parts and functions.	Growing and Changing Know how to give constructive feedback to others; learn how to deal with strong emotions such as a parent moving away; know about the different stages of growth – baby, toddler, child, teenager, adult, know some of the things people can do at each stage; know that private parts help make babies when they are grown up; remind about private parts and that you should not touch; Know what privacy means in the wider sense, and that some information and belongings are private.
Y E A R  3	Me and My Relationships Know that different rules apply to different situations e.g. internet; different ages; consider consequences when rules are broken; explain how we feel when we lose things; understand how to work in a group; maintaining positive	Valuing Difference Different types of family – adoption, fostering, same-sex relationships; understand about communities; respectful listening; UK population has different origins – varying national, regional, ethnical and religious backgrounds; think about qualities needed to get on with	Keeping Myself Safe Know when they are safe and unsafe; know who can help; know the difference between danger and risk; show strategies for dealing with and managing risk; know risks of cigarettes and alcohol; know most people chose not to smoke; define the word drug and know that	Rights and Responsibilities Define a volunteer and know why some people volunteer in school and other settings; suggest how they can help volunteers; know difference between fact & opinion; define the term environment – devise ways to look after school	Being My Best Understand healthy eating and balanced diet; know how infections are spread; begin to understand acquire skills of debate; understand achievements and areas for development; know that being complimented makes us feel good; know team	Growing and Changing Know different types of relationships; understand personal space; know what to do if someone is too close; know how different surprises make them feel; know what to do if a secret makes them feel uncomfortable; Use a range of words to describe intensity of

	relationships; conflict resolution within friendships; know what a dare is and how to handle dares; consider other points of view; rehearse making up.	people from different origins; know repeated name calling is bullying; explore why some people have prejudiced views and what this is.	nicotine and alcohol are drugs; Know that medicines are drugs and suggest ways they can be helpful or harmful; know about on-line safety including how to stay safe when browsing online; know what not to share online; know what to do if they are asked to provide information;	environment; Know income, saving and spending; know when we can buy and when to save; suggest items/service around the home that need paying for; understand people earn 'income' through their jobs; amount of pay depends on lots of things e.g. experience or responsibility.	work and collaboration can benefit all members of the team; know how food and air get into the body; explain difference between skills and talents recognising their own.	feelings; know good and bad feelings; identify people they can trust.
Y E A R 4	Me and My Relationships Know how feelings can affect our physical state; understand positive, healthy relationships; know that sometimes they need to say 'no' to a friend; explain how feelings can be linked to the physical state; know that feelings about someone might change; know who might pressure them to behave in an unhealthy, unacceptable or risky way and how to deal with that.	Valuing Difference Understand negotiation and compromise; right to protect personal space; understand they can have different relationships with people they know e.g. close family, wider family, teachers, friends etc; list differences between people e.g. race, gender, religion; recognise consequences of aggressive behaviour; understand that they should respect all people; know about stereotypes that may be portrayed in the media.	Keeping Myself Safe Know danger, risk and hazard; identify and suggest ways to manage familiar risks; know what should and should not be shared online – including images; Know and explain implications of sharing an image online without consent; revisit ways to deal with dares; know about safe ways to deal with medicine and how to stop the spread of infectious diseases; understand risks of smoking and alcohol and that many people now don't smoke or drink alcohol;	Rights and Responsibilities Explain how people help them stay healthy and safe; understand all humans including children have rights; identify some of the rights and also the responsibilities; recognise everyone can make a difference through the democratic process e.g. school council; know media and other things can 'influence us'; understand how national and environmental organisations are working to protect the environment;	Being My Best Know everyone is unique; appreciate their own uniqueness; know they all make choices and that their choices may sometimes be different to their friends; Know about healthy eating, sleep and exercise; understand how they can contribute to caring for the environment; Understand the school community and identify the attributes and qualities of people who support the school community.	Growing and Changing Describe some of the changes that happen during life such as moving house, starting school or getting a younger brother or sister; know how to deal with change; Understand in broad terms that their bodies will change and that this is called puberty; understand how the onset of puberty can have emotional as well as physical impact; suggest why young people sometimes fall out with their parents;

				understand income & expenditure; prioritise expenditure in the home from most essential to least essential; understand income tax, National Insurance and VAT; recognise how a pay slip is set out.		
Y E A R 5	Me and My Relationships Know what attributes are needed to work collaboratively; understand negotiation and compromise; know key qualities of true friendship; reflect on own friendship qualities; identify what things make a relationship unhealthy; recognise basic human emotional needs; identify risks and consider possible costs of taking risks e.g. smoking; understand about acceptable use of computers and the need for responsible, respectful behaviours.	Growing and Changing Understand how someone feels when they are separated from someone or something they like; identify parts of the body male and females have in common; know the correct terminology for their genitalia; understand and explain why puberty happens; Know the key facts of the menstrual cycle; know that periods are a normal part of puberty for girls; identify some ways to cope better with periods. know babies come from joining of an egg and sperm; explain what happens when an egg doesn't meet sperm; understand that for	Valuing Difference Define qualities of lasting friendship; respond appropriately to others; develop an understanding of discrimination and injustice – listing some examples; consider how discriminatory behaviour can be challenged; describe benefits of living in a diverse society; understand importance of mutual respect for faiths and beliefs is important; understand information online is not always true or accurate; know some people post things online about themselves that are not true; begin to understand the	Keeping Myself Safe Understand what a habit is giving examples; know why habits are hard to break; recognise positive and negative risks and how to weigh them up when making a decision; demonstrate strategies for dealing with face-to-face and online bullying; understand about dares; know how to protect personal information online; know people online aren't always who they appear to be; understand risks of being friends online with someone they haven't met; know about the complexities of categorising drugs; know all medicines are	Rights and Responsibilities Discuss issues in the media about health and wellbeing; make suggestions about how to improve the situation; understand difference between fact and opinion; know that some reporting can be biased; know the difference between responsibilities, rights and duties; understand voluntary, community and pressure (action) groups; discuss what a consumer should ask before buying; define loan, credit, debt and interest; consider what advice to give for a range of financial situations; understand what local councils do	Being My Best Know about how to stay healthy; understand the norms around smoking and the common misconceptions of this; know the basic functions of the four systems of the human body; explain function of at least one internal organ; knowing what they need to improve upon; understand community and how they value the communities to which they belong; know people responsible for keeping them safe and how to help them; describe 'star' qualities of celebrities as described in the media; understand people are often portrayed

		girls, periods are a normal part of puberty; Know the correct words for external sexual organs; understand acceptable and unacceptable touch and how that changes as you grow up recognise how our body feels when we are relaxed, nervous or sad and know that this is normal; know how individual and group actions can impact positively and negatively on others; discuss safe and unsafe secret; recognise some people can be bullied for the way they express their gender; know what to do to stop it.	differences between sex, gender identity, gender expression and sexual orientation.	drugs but not all drugs are medicines; know drugs can be helpful and harmful; identify some of the risks both physical and emotional around a specific drug – nicotine.	and that they are part of our countries democratic process.	differently in the media to what they are really like; describe 'star' qualities of 'ordinary' people.
Y E A R  6	Me and My Relationships Demonstrate a collaborative approach to solving tasks; demonstrate how to negotiate; know some of the challenges from friendship; understand how difficult peer pressure can be and suggest ways to deal	Valuing Difference Know how to deal with bullying or rude offensive behaviour as a bystander; know that while we are unique we have lots in common; know how to show respect using verbal and non-verbal communication; consider how	Keeping Myself Safe Accept responsible and respectful behaviour is the norm and expected both online and face-to-face; know how to stay safe online; know it is illegal to share (sexual) images of children under 18 years old; explore the risk of sharing images of	Rights and Responsibilities Understand opinion, biased and unbiased; know legal age for social media accounts; know why people often only post the good bits about themselves online; Know why different jobs have different levels of pay;	Being My Best Identify aspirational goals; explain the five ways to wellbeing; describe how to have a healthy lifestyle; present information about health and wellbeing issues; understand risks in a given situation, including emotional	Growing and Changing Suggest positive strategies for dealing with change; know who can support them; know that fame can be short-lived, know photographs can be changed to match society's view of perfect; know how the media can reinforce

	<p>with it; understand consequences of reacting to people in both a positive and negative way; understand commitment; understand different types of commitment including marriage; understand everyone has the right to choose who and if/when they marry; know that some inappropriate touch is illegal; describe safe and respectful behaviours when using information, communication technology.</p>	<p>discriminatory behaviour can be challenged; describe benefits of living in a diverse society; understand importance of mutual respect for faiths and beliefs is important; explain differences between friend and acquaintance; describe benefits of other types of relationship e.g. neighbour, carer, relative, know what is meant by stereotype; know how the media can influence gender stereotypes.</p>	<p>themselves directly on online; understand what is meant by addiction; understand that drugs can have both medical and non-medical uses; begin to understand that some drugs are illegal; understand some of the risks and effects of drinking alcohol; suggest ways people's emotional needs can be met; know independence and responsibility go together.</p>	<p>understand the pros and cons of saving money; describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group, understand what is meant by living in an environmentally sustainable way.</p>	<p>risks; understand the risks in growing up and explain the need to be aware of these.</p>	<p>gender stereotypes; understand how people can feel pressured into behaving in a certain way; suggest strategies that might help someone who felt challenged by the changes in puberty; identify the situations in which someone might need to break a confidence in order to keep someone safe; discuss myths associated with puberty; identify some products that may be needed during puberty and why.</p>