



Relationships Education, RSE and Health Education Guidance By the end of Primary School pupils should know:

Families and people who care for me	<p>That families are important for children growing up because they can give love, security and stability.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
Caring Friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</p> <p>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.</p>
Respectful relationships	<p>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.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>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.</p> <p>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.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
Online Relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not. 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> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>
Being Safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <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.</p>

	<p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p>
Mental Wellbeing	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>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.</p> <p>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.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>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).</p> <p>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.</p>
Internet Safety and Harms	<p>That for most people the internet is an integral part of life and has many benefits.</p> <p>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.</p> <p>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 private.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>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.</p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Where and how to report concerns and get support with issues online.</p>
Physical health and fitness	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>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.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy Eating	<p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>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).</p>
Drugs, alcohol and tobacco	<p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
Health and prevention	<p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>

	<p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>The facts and science relating to allergies, immunisation and vaccination.</p>
Basic first aid	<p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
Changing adolescent body	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>

Cycle A	
Mental Health Matters How can I describe my feelings? (Y1) How do we recognise our feelings? (Y2)	<p>I can give examples of feelings.</p> <p>I can use vocabulary to describe my feelings.</p> <p>I can discuss ways to manage different feelings.</p> <p>I can recognise the difference between right and wrong and explain how I know.</p> <p>I can list a range of feelings people experience.</p> <p>I can describe when people might experience different feelings and how this can affect their behaviour.</p> <p>I can identify some ways to respond sensitively to how others are feeling.</p> <p>I can explain how I can manage different feelings and who I can go to for help.</p> <p>Key Vocabulary: Feelings: happy, sad, angry, worried, excited. Right and wrong, range, behaviour, loss/change, sharing, trusted adult, asking for help.</p>
Diversity and Respect (What is the same and what is different about us Y1)	<p>I can list similarities and differences between myself and others.</p> <p>I can identify things that are unique or special about myself.</p> <p>I can explain why every person is special and valuable.</p> <p>Key Vocabulary: similarities, differences, unique, special, valuable, likes, dislikes, qualities, common.</p>
Diversity and Respect (What makes a good friend? What is bullying? Y2)	<p>I can list the characteristics of a good friend.</p> <p>I understand that words and actions can affect how people feel.</p> <p>I can demonstrate how to listen to others and work cooperatively.</p> <p>I can explain what to do if I feel unhappy.</p> <p>Key Vocabulary: friendship, loneliness, good friend, actions, bullying, teasing, name-calling, excluding others, trusted adult, help.</p>
Citizenship and Community (How can we look after each other and the world? Y1)	<p>I understand that unkind behaviour can affect others.</p> <p>I can describe ways that I can help look after the environment and my community.</p> <p>I can give suggestions for a set of rules and explain why they are important.</p> <p>I can describe what money is and how it is obtained.</p> <p>I understand the difference between needs and wants.</p> <p>I can identify how people make choices to do with money.</p> <p>I can explain ways to keep money safe.</p> <p>Key Vocabulary: behaviour, environment, community, rules, responsibilities, care, harm, change, money, earn, borrow, present, spend, save, choice, needs, wants, safe.</p>
Healthy Me (Who is special to us? What helps us stay healthy? Y1)	<p>I can list features of a healthy lifestyle.</p> <p>I can name different kinds of healthy foods.</p> <p>I can describe components of a healthy lifestyle.</p> <p>I can discuss the importance of keeping physically and emotionally safe.</p> <p>I can explain the effects of exercise on my body.</p> <p>I can evaluate case studies and make suggestions for improvements with diet and lifestyle choices.</p> <p>Key Vocabulary: healthy, exercise, diet, choices.</p>

Healthy Me (What helps us stay healthy? Y2)	<p>I can describe what being healthy means. I can describe ways to stay safe in the sun. I can identify some of the consequences of different lifestyle choices. I can explain how I can keep my body healthy (eg exercise, balanced diet, keeping clean, safe use of medicines).</p> <p>Key Vocabulary: healthy, food and drink, physical activity, sleep, rest, dental health, sugar, screen-time, sunshine safety.</p>
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RSE (Y1)	<p>I can list features of a healthy lifestyle. I can describe a daily hygiene routine. I can describe my family. I understand that not all families look the same. I can describe how families can help and support each other. I can explain why it is important to have good hygiene. I can use the correct name for the main parts of the body. I can explain what I can say or do if I feel unsafe or unhappy. I can discuss the importance of keeping physically and emotionally safe.</p> <p>Key Vocabulary: family, groups, friends, school, clubs, different, special, love, care, common features, medicine, hygiene, daily routine. RSE: Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina, new-born.</p>
RSE (Y2)	<p>To introduce the concept of male and female and gender stereotypes To identify differences between males and females To explore some of the differences between males and females and to understand how this is part of the lifecycle To focus on sexual difference and name body parts</p> <p>Key Vocabulary: similar, difference, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina.</p>

Cycle B	
Mental Health Matters How can I describe my feelings? (Y1) How do we recognise our feelings? (Y2)	<p>I can give examples of feelings. I can use vocabulary to describe my feelings. I can discuss ways to manage different feelings. I can recognise the difference between right and wrong and explain how I know. I can list a range of feelings people experience. I can describe when people might experience different feelings and how this can affect their behaviour. I can identify some ways to respond sensitively to how others are feeling. I can explain how I can manage different feelings and who I can go to for help.</p> <p>Key Vocabulary: Feelings: happy, sad, angry, worried, excited. Right and wrong, range, behaviour, loss/change, sharing, trusted adult, asking for help.</p>
Staying Safe (Who helps to keep us safe? Y1)	<p>I list people in our community who keep us safe. I can explain what I can do if I am worried about something being safe or unsafe. I can demonstrate how to ask for help.</p> <p>Key Vocabulary: community, jobs, emergency services, unsafe, worried, help, accident, emergency call.</p>
Citizenship and Community (What can we do with money? Y1)	<p>I understand that unkind behaviour can affect others. I can describe ways that I can help look after the environment and my community. I can give suggestions for a set of rules and explain why they are important. I can describe what money is and how it is obtained. I understand the difference between needs and wants. I can identify how people make choices to do with money. I can explain ways to keep money safe.</p>

	<p>Key Vocabulary: behaviour, environment, community, rules, responsibilities, care, harm, change, money, earn, borrow, present, spend, save, choice, needs, wants, safe.</p>
Citizenship and Community (What jobs do people do? Y2)	<p>I understand that jobs help people earn money to pay for things. I can identify a range of different jobs and their skills. I can reflect on what job I would like to do when I grow up.</p> <p>Key Vocabulary: behaviour, environment, community, rules, responsibilities, care, harm, change, money, earn, borrow, present, spend, save, choice, needs, wants, safe.</p> <p>Key Vocabulary: jobs, money, skills, earn, community, interests, and strengths.</p>
Staying Safe (Who helps us to stay safe? Y2)	<p>I understand that rules and restrictions help us to stay safe. I can identify risky and potentially unsafe situations. I can identify real life risks at the local river. I can demonstrate how to ask for help.</p> <p>Key Vocabulary: rules, online safety, restrictions, road/fire/water safety, resisting pressure, secrets, trusted adult, concerns, unsafe, worry.</p>
RSE (Y1)	<p>I can list features of a healthy lifestyle. I can describe a daily hygiene routine. I can describe my family. I understand that not all families look the same. I can describe how families can help and support each other. I can explain why it is important to have good hygiene. I can use the correct name for the main parts of the body. I can explain what I can say or do if I feel unsafe or unhappy. I can discuss the importance of keeping physically and emotionally safe.</p> <p>Key Vocabulary: family, groups, friends, school, clubs, different, special, love, care, common features, medicine, hygiene, daily routine. RSE: Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina, new-born.</p>
RSE (Y2)	<p>To introduce the concept of male and female and gender stereotypes To identify differences between males and females To explore some of the differences between males and females and to understand how this is part of the lifecycle To focus on sexual difference and name body parts.</p> <p>Key Vocabulary: similar, difference, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina.</p>

Assessment End Points Year 1

Knowledge	Skills
<ul style="list-style-type: none"> I know that people are all different and that is what makes us unique. I know how I can keep my mind and body healthy. I know what to do and who can help me in an emergency. 	<ul style="list-style-type: none"> I can understand how my behaviour can affect those around me. I can identify my own feelings and explain why I feel them.

Assessment End Points Year 2

Knowledge	Skills
<ul style="list-style-type: none"> I know some of the differences between males and females I know the features of a healthy lifestyle and how it can help me. I know that words and actions can affect how people feel. 	<ul style="list-style-type: none"> I can explain how I can manage different feelings and who I can go to for help. I can identify a range of different jobs and their skills. I can identify risky and potentially unsafe situations