



St Mary's Church of England Junior School

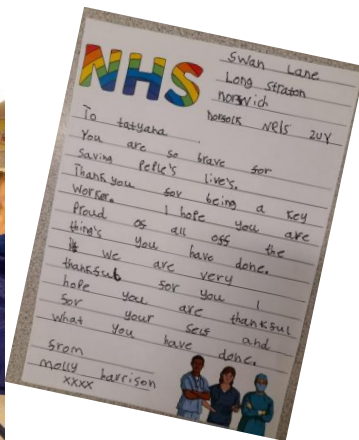
## Relationships and Sex Education Curriculum



### Intent

Our curriculum ensures that pupils:

- Develop knowledge of how to form healthy and positive relationships with all members of their communities.
- Develop an understanding of unhealthy relationships and how to manage this.
- Increase their awareness of personal safety, both online and in everyday situations
- Equip children with the knowledge to make positive choices centred around their personal physical and mental wellbeing.
- Understand the ways our bodies change as we grow.
- Celebrate all people, regardless of background, age, race or sexual orientation.
- Raise awareness of practices of other cultures.





## Implementation

Teachers create open and honest environments, where children feel comfortable to ask questions and enter discussions, without prejudice. Our whole school approach to the teaching and learning of relationships and sex education involves the following:

- Relationships and Sex Education is taught in one themed block throughout the year, where children cover key national curriculum objectives for each year group . The knowledge and skills for each topic is mapped across the school, ensuring that knowledge builds appropriately and that children develop skills appropriate for their age group
- In each of our other topic blocks (eg. Geography, history), cross-curricular links are made to relationships and sex education so that children observe that these skills pervade all areas of our lives.
- Within our school community, children are consistently reminded of our school values – courage, resilience, positive relationships and God’s Love. In this way, they are continually reminded about positive relationships and such relationships are continually modelled by the whole school community.
- Throughout the year, children are continually encouraged and reminded to donate to a class charity, often producing their own ideas for fundraising events.
- Our topic week contains a range of activities designed to engage children with the strands of relationships and sex education.
- Teachers develop links to the relationships and sex education curriculum throughout the year by sharing assemblies and inviting visitors to enhance our curriculum such as mindfulness and wellbeing workshops.
- Teachers know they have the flexibility to discuss matters relating to relationships and sex education throughout the year, as and when the need arises.
- At the end of the topic week, classes produce a collaborative ‘Show What We Know’ display or presentation. Parents and carers are invited to view this (either by coming into school or through our Virtual Gallery on the website).

## Impact

The approach to relationships and sex education we take at St Mary’s promotes a wide understanding of what it is to be a child in the modern age. Children acquire key interpersonal skills to enable them to flourish when they continue their journey into secondary education. They will understand and embrace cultural differences with sensitivity and understanding. Our pupils will understand what it is to be a marginalised group and encourage others to develop their understanding of this. Children will form respectful and positive relationships with a variety of others and will know how to stay safe in a number of situations, resisting pressure from peers along the way. When they leave, children will remember the importance of acknowledging and donating to worthy causes, and continue these practices.

Through our relationships and sex education curriculum, children develop an understanding of their place relative to others in society, knowing that families come in many different forms but our uniqueness is to be celebrated.



Relationships and Sex Education Curriculum - Objectives covered:		KS <u>1</u>	Y3	Y4	Y5	Y6	KS <u>3</u>
People Who Care for Me/Families	Families are important for children growing up because they can give love, security and stability.	✓					
	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.		✓				
	That others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other families are also characterised by love and care.	✓					
	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.				✓		
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong			✓			
	How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice.					✓	
	That there are different types of stable, committed relationships						✓
	How these relationships contribute to happiness and their importance for bringing up children.						✓
	What marriage is, including its legal status.						✓
	Why marriage is an important relationship choice for many couples and why it must be freely entered into.						✓
	The characteristics and legal status of other types of long-term relationships.						✓
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.						✓
How to determine whether others are trustworthy, judge when a relationship is unsafe and how to seek help or advice,, including reporting others.						✓	
Caring Friendships	How important friendships are in making us feel happy and secure and how people choose and make friends.	✓					
	That most friendships have ups and downs and that these can be worked through so the friendship is repaired or even strengthened and that resorting to violence is never right.	✓					
	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			✓			
	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.				✓		

Relationships and Sex Education Curriculum - Objectives covered:	KS	Y3	Y4	Y5	Y6	KS
--	----	----	----	----	----	----



		<u>1</u>					<u>3</u>
<b>Respectful Relationships</b>	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.	✓					
	the importance of self-respect and how this links to their own happiness.	✓					
	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.			✓			
	practical steps they can take in a range of different contexts to improve or support respectful relationships.					✓	
	the conventions of courtesy and manners.		✓	✓	✓	✓	
	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.					✓	
	what a stereotype is, and how stereotypes can be unfair, negative or destructive.		✓		✓		
	the importance of permission-seeking and giving in relationships with friends, peers and adults.	✓					
	practical steps they can take in a range of different contexts to improve or support respectful relationships						✓
	the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.						✓
	how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).						✓
	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 people in positions of authority and due tolerance of other people's beliefs.						✓
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help						✓
	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.						✓
	what constitutes sexual harassment and sexual violence and why these are always unacceptable.						✓
the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.						✓	

<b>Relationships and Sex Education Curriculum - Objectives covered:</b>	<u>KS</u> <u>1</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>	<u>KS</u> <u>3</u>
---	-----------------------	-----------	-----------	-----------	-----------	-----------------------



Online Relationships and Media	that people sometimes behave differently online, including by pretending to be someone they are not.	✓					
	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	✓					
	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.		✓				
	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.				✓		
	how information and data is shared and used online.				✓	✓	
	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.						✓
	about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.						✓
	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.						✓
	what to do and where to get support to report material or manage issues online.						✓
	the impact of viewing harmful content.						✓
	that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.						✓
	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.						✓
	how information and data is generated, collected, shared and used online.						✓
Being Safe	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	✓					
	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	✓					
	how to recognise and report feelings of being unsafe or feeling bad about any adult.	✓					
	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.		✓				
	how to ask for advice or help for themselves or others, and to keep trying until they are heard.		✓				
	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.			✓			
	how to report concerns or abuse, and the vocabulary and confidence needed to do so.				✓		
	where to get advice e.g. family, school and/or other sources.					✓	
	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.						✓
	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).						✓

**Relationships and Sex Education Curriculum - Objectives covered:**

<b>KS</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>KS</b>
<b>1</b>					<b>3</b>



Mental Wellbeing	that mental wellbeing is a normal part of daily life, in the same way as physical health.		✓		✓		
	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.			✓			
	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.	✓					
	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.			✓			
	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness ( <b>We Are Athletes – Summer 2</b> )		✓	✓	✓	✓	
	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.			✓			
	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.				✓		
	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.					✓	
	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).					✓	
	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.					✓	
	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.						✓
	that happiness is linked to being connected to others						✓
	how to recognise the early signs of mental wellbeing concerns.						✓
	common types of mental ill health (e.g. anxiety and depression).						✓
	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.						✓
	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.						✓

<b>Relationships and Sex Education Curriculum - Objectives covered:</b>	<b>KS</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>KS</b>
	<u>1</u>					<u>3</u>



Internet Safety and Harms	that for most people the internet is an integral part of life and has many benefits.			✓			
	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.					✓	
	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.				✓		
	why social media, some computer games and online gaming, for example, are age restricted.	✓					
	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.			✓			
	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.					✓	
	where and how to report concerns and get support with issues online.	✓					
	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.						✓
how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.						✓	
Physical Health and Fitness	the characteristics and mental and physical benefits of an active lifestyle. (We Are Athletes – Summer 2)		✓	✓			
	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.	✓					
	the risks associated with an inactive lifestyle (including obesity) (We Are Athletes – Summer 2)				✓	✓	
	how and when to seek support including which adults to speak to in school if they are worried about their health.				✓	✓	
	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.						✓
	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.						✓
	about the science relating to blood, organ and stem cell donation						✓





Relationships and Sex Education Curriculum - Objectives covered:		KS 1	Y3	Y4	Y5	Y6	KS 3
Healthy Eating	what constitutes a healthy diet (including understanding calories and other nutritional content). (We Are Athletes – Summer 2)			✓		✓	
	the principles of planning and preparing a range of healthy meals. (We Are Athletes – Summer 2)				✓		
	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).	✓				✓	
	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.						✓
Drugs, Alcohol and Tobacco	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (Y6 Science – Animals including humans)					✓	
	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.						✓
	the law relating to the supply and possession of illegal substances.						✓
	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.						✓
	the physical and psychological consequences of addiction, including alcohol dependency.						✓
	awareness of the dangers of drugs which are prescribed but still present serious health risks.						✓
	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.						✓
	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.						✓
Health and Prevention	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. (Y3 Science – Animals including Humans)		✓				
	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (Y5 Science – Animals Including humans)				✓		
	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	✓					
	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓		✓		✓	
	the facts and science relating to allergies, immunisation and vaccination.						✓
	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.						✓
	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.						✓
	(late secondary) the benefits of regular self-examination and screening.						✓
	the facts and science relating to immunisation and vaccination.						✓
	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.						✓





Relationships and Sex Education Curriculum - Objectives covered:		<u>KS</u> <u>1</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>	<u>KS</u> <u>3</u>
Basic First Aid	how to make a clear and efficient call to emergency services if necessary.	✓		✓	✓	✓	
	concepts of basic first-aid, for example dealing with common injuries, including head injuries.	✓	✓			✓	
	basic treatment for common injuries.						✓
	life-saving skills, including how to administer CPR.						✓
	the purpose of defibrillators and when one might be needed.						✓
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.		✓	✓	✓		
	about menstrual wellbeing including the key facts about the menstrual cycle.				✓		
	key facts about puberty, the changing adolescent body and menstrual wellbeing.						✓
	the main changes which take place in males and females, and the implications for emotional and physical health.						✓



## Relationships and Sex Education Curriculum Progression: 'People Who Care for Me'

KS1	Year 3	Year 4	Year 5	Year 6	KS3
<p>Families are important for children growing up because they can give love, security and stability.</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other families are also characterised by love and care.</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.</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>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>How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice.</p>	<p>That there are different types of stable, committed relationships</p> <p>How these relationships contribute to happiness and their importance for bringing up children.</p> <p>What marriage is, including its legal status.</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p>The characteristics and legal status of other types of long-term relationships.</p> <p>How to determine whether others are trustworthy, judge when a relationship is unsafe and how to seek help or advice,, including reporting others.</p>

*Raising aspirations and a love for learning through courage, resilience, positive relationships and God's love!*



## Relationships and Sex Education Curriculum Progression: 'Caring Friendships'

KS1	Year 3	Year 4	Year 5	Year 6	KS3
<p>How important friendships are in making us feel happy and secure and how people choose and make friends.</p> <p>That most friendships have ups and downs and that these can be worked through so 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>	<p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</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</p>	



## Relationships and Sex Education Curriculum Progression: 'Respectful Relationships'

KS1	Year 3	Year 4	Year 5	Year 6	KS3
<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>the importance of self-respect and how this links to their own happiness.</p>	<p>the conventions of courtesy and manners.</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>the conventions of courtesy and manners.</p>	<p>the conventions of courtesy and manners.</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>practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</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 people in positions of</p>



					<p>authority and due tolerance of other people's beliefs.</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p>
--	--	--	--	--	---



Relationships and Sex Education Curriculum Progression: 'Online Relationships'

KS1	Year 3	Year 4	Year 5	Year 6	KS3
<p>that people sometimes behave differently online, including by pretending to be someone they are not.</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>that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous.</p> <p>how information and data is shared and used online.</p>		<p>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>what to do and where to get support to report material or manage issues online.</p> <p>the impact of viewing harmful content.</p> <p>that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in</p>



					<p>relation to others and negatively affect how they behave towards sexual partners.</p> <p>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>how information and data is generated, collected, shared and used online.</p>
--	--	--	--	--	--





## Relationships and Sex Education Curriculum Progression: 'Being Safe'

KS1	Year 3	Year 4	Year 5	Year 6	KS3
<p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</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 recognise and report feelings of being unsafe or feeling bad about any adult.</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 ask for advice or help for themselves or others, and to keep trying until they are heard</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>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>	<p>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <p>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p>



## Relationships and Sex Education Curriculum Progression: 'Mental Wellbeing'

KS1	Year 3	Year 4	Year 5	Year 6	KS3
<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>that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</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 judge whether what they are feeling and how they are behaving is appropriate and proportionate.</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>that mental wellbeing is a normal part of daily life, in the same way as physical health.</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>	<p>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>that happiness is linked to being connected to others</p> <p>how to recognise the early signs of mental wellbeing concerns.</p> <p>common types of mental ill health (e.g. anxiety and depression).</p> <p>how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <p>the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>



Relationships and Sex Education Curriculum Progression: ‘Internet Safety and Harms’

KS1	Year 3	Year 4	Year 5	Year 6	KS3
<p>why social media, some computer games and online gaming, for example, are age restricted.</p> <p>where and how to report concerns and get support with issues online.</p>		<p>that for most people the internet is an integral part of life and has many benefits.</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 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>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 be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p>	<p>the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p>how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p>



Relationships and Sex Education Curriculum Progression: 'Physical Health and Fitness'

KS1	Year 3	Year 4	Year 5	Year 6	KS3
<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 characteristics and mental and physical benefits of an active lifestyle.</p>	<p>the characteristics and mental and physical benefits of an active lifestyle.</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>	<p>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <p>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</p> <p>about the science relating to blood, organ and stem cell donation</p>



## Relationships and Sex Education Curriculum Progression: 'Healthy Eating'

KS1	Year 3	Year 4	Year 5	Year 6	KS3
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).	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).	what constitutes a healthy diet (including understanding calories and other nutritional content).	the principles of planning and preparing a range of healthy meals.	what constitutes a healthy diet (including understanding calories and other nutritional content).	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.



## Relationships and Sex Education Curriculum Progression: 'Drugs, Alcohol and Tobacco'

KS1	Year 3	Year 4	Year 5	Year 6	KS3
				<p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>the law relating to the supply and possession of illegal substances.</p> <p>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>the physical and psychological consequences of addiction, including alcohol dependency.</p> <p>awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p>



					<p>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p>
--	--	--	--	--	--





## Relationships and Sex Education Curriculum Progression: 'Health and Prevention'

KS1	Year 3	Year 4	Year 5	Year 6	KS3
<p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</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>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>	<p>the facts and science relating to allergies, immunisation and vaccination.</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 personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>	<p>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p>(late secondary) the benefits of regular self-examination and screening.</p> <p>the facts and science relating to immunisation and vaccination.</p> <p>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p>



## Relationships and Sex Education Curriculum Progression: 'Basic First Aid'

KS1	Year 3	Year 4	Year 5	Year 6	KS3
<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>	<p>concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	<p>how to make a clear and efficient call to emergency services if necessary.</p>	<p>how to make a clear and efficient call to emergency services if necessary.</p>	<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>	<p>basic treatment for common injuries.</p> <p>the purpose of defibrillators and when one might be needed.</p> <p>life-saving skills, including how to administer CPR.</p>



## Relationships and Sex Education Curriculum Progression: 'Changing Adolescent Body'

KS1	Year 3	Year 4	Year 5	Year 6	KS3
	<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>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>	<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>	<p>Facts about conception and reproduction (building on the science strand 'Animals including humans' in Y5)</p>	<p>key facts about puberty, the changing adolescent body and menstrual wellbeing.</p> <p>the main changes which take place in males and females, and the implications for emotional and physical health.</p>