

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>FS</i>	<i>Self Regulation My Feelings</i>	<i>Building Relationships Special Relationships</i>	<i>Managing Self Taking on Challenges</i>	<i>Self-Regulation Listening and Following Instructions</i>	<i>Building Relationships My Family and Friends</i>	<i>Managing Self My Wellbeing</i>
<i>Year 1</i>	<i>Family and Relationships</i>	<i>Health and Wellbeing</i>	<i>Economic Wellbeing</i>	<i>Safety and the Changing Body</i>	<i>Citizenship</i>	<i>Transition Lessons and Recap</i>
<i>Year 2</i>	<i>Family and Relationships</i>	<i>Health and Wellbeing</i>	<i>Economic Wellbeing</i>	<i>Safety and the Changing Body</i>	<i>Citizenship</i>	<i>Transition Lessons and Recap</i>
<i>Year 3</i>	<i>Family and Relationships</i>	<i>Health and Wellbeing</i>	<i>Economic Wellbeing</i>	<i>Safety and the Changing Body</i>	<i>Citizenship</i>	<i>Transition Lessons and Recap</i>
<i>Year 4</i>	<i>Family and Relationships</i>	<i>Health and Wellbeing</i>	<i>Economic Wellbeing</i>	<i>Safety and the Changing Body</i>	<i>Citizenship</i>	<i>Transition Lessons and Recap</i>
<i>Year 5</i>	<i>Family and Relationships</i>	<i>Health and Wellbeing</i>	<i>Economic Wellbeing</i>	<i>Safety and the Changing Body</i>	<i>Citizenship</i>	<i>Transition Lessons and Recap</i>
<i>Year 6</i>	<i>Family and Relationships</i>	<i>Health and Wellbeing</i>	<i>Economic Wellbeing</i>	<i>Safety and the Changing Body</i>	<i>Citizenship</i>	<i>Transition Lessons and Identity</i>

Notes on Statutory Relationships and Sex Education

Taken from Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact - these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for

example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

	Our children will know...
Year 2	<ul style="list-style-type: none"> to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)
Year 4	<ul style="list-style-type: none"> how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) - how to report concerns about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)
Year 5	<ul style="list-style-type: none"> about the different types of relationships people have in their lives how to recognise risk in relation to friendships and keeping safe

	<ul style="list-style-type: none"> • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety <ul style="list-style-type: none"> • puberty and the menstrual cycle
Year 6	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood, about the reproductive organs and process - how babies are conceived and born and how they need to be cared for that there are ways to prevent a baby being made • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this