



**Relationship and Sex Education.
CURRICULUM COVERAGE**

Sept 23

RSE Intent

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

At Wheatlands we recognise the importance of the advice on Relationships and Sex Education from the DfE (Statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996) which states that from September 2020 it is compulsory for primary schools to teach about healthy relationships.

Statement Intent

At Wheatlands we believe that Relationships and Sex Education (RSE) is an integral part of a child's education. RSE is about understanding the importance of family life, stable and loving relationships and respect for others, love and care. We take care to ensure there is no stigmatisation of any child based on their home circumstances and we do not use RSE as a means of promoting any form of sexual orientation.

RSE is lifelong learning about emotions, relationships and sexuality. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996).

At Wheatlands pupils will be supported with developing the following skills:

- communication - including how to manage changing relationships and emotions
- recognising and assessing potential risks
- assertiveness
- seeking help and support when required
- informed decision making
- self-respect and empathy for others.

Our intent is to deliver high quality RSE in a sensitive and age appropriate manner, whilst taking cultural differences and socio-economic backgrounds amongst other factors into account.

RSE: EYFS and Key Stage 1

Families and people who care for me		Caring friendships	Respectful relationships	Online relationships	Being safe
<i>That families are important for children growing up because they can give love, security and stability.</i>		<i>That friendships should make us feel happy and secure.</i>	<i>The importance of respecting each other, even when they are very different from themselves.</i>	<i>Understand that online relationships are not the same as real relationships.</i>	<i>To understand the types of boundaries that are appropriate in friendships with peers, adults and others.</i>
EYFS (Non Compulsory)	To be able to show an understanding that family and friends should care for each other.	To learn how to make friends. To show sensitivity to other's needs and feelings, and form positive relationships with adults and other children.	To learn about the conventions of courtesy and manners. To identify and respect differences and similarities between people.	To understand that adults need to know who they are playing with online.	To know how to recognise and report feelings of being unsafe or feeling bad about any adult and to know when to ask for help.
Year 1	That stable caring relationships, which may be of different types, are at the heart of family life, and are important for children's security as they grow up.	To be able to ask for help to make and keep friends. To learn how to choose appropriate friends.	To understand about the importance of self-respect and how this links with their own happiness.	To understand that online relationships can be unsafe.	That each person's body belongs to them, and the differences between appropriate and inappropriate/ unsafe physical and other contact.
Year 2	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	To learn the values of a positive friendship.	That in school and in the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in a position of authority.	That people sometimes behave differently online, including by pretending to be someone they're not.	To know that there are different types of touch and behaviours, some appropriate some not. To know how to ask for advice or help for themselves or others and to keep trying until heard.

RSE: Lower Key Stage 2

Families and people who care for me		Caring friendships	Respectful relationships	Online relationships	Being safe
<i>That families are important for children growing up because they can give love, security and stability.</i>		<i>That friendships should make us feel happy and secure.</i>	<i>The importance of respecting each other, even when they are very different from themselves.</i>	<i>Understand that online relationships are not the same as real relationships.</i>	<i>To understand the types of boundaries that are appropriate in friendships with peers and others.</i>
Year 3	<p>To understand that they are an important member of a family and that they have the right to be heard in an appropriate manner.</p> <p>To know that families are characterized by love and care.</p>	<p>That the characteristics of friendships, include: mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties.</p> <p>Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p>	<p>To know that there are practical steps that can be taken in a range of contexts to improve or support respectful relationships.</p> <p>To understand that confidences can be broken if by not doing so means someone's safety is at risk.</p>	<p>To know the rules and principles for keeping safe online, how to behave appropriately, how to recognise risk, harmful content and contact, and how to report them.</p>	<p>To know how to report concerns of abuse and the vocabulary and confidence needed to do so.</p>
	<p>That others families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterized by love and care.</p>	<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>To learn about the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met.</p>	<p>To know how to respond appropriately and safely to adults they may encounter (in all contexts including online) who they don't know.</p>

RSE: Upper Key Stage 2

Families and people who care for me		Caring friendships	Respectful relationships	Online relationships	Being safe
<i>That families are important for children growing up because they can give love, security and stability.</i>		<i>That friendships should make us feel happy and secure.</i>	<i>The importance of respecting each other, even when they are very different from themselves.</i>	<i>Understand that online relationships are not the same as real relationships.</i>	<i>To understand the types of boundaries that are appropriate in friendships with peers and others.</i>
Year 5	To know about 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.	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. To be able to self-manage changing relationships and emotions but also recognise where some intervention from an adult may be needed.	To know what a stereotype is, and how stereotyping can be unfair, negative or destructive. To be able to recognise and challenge stereotypes.	That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (even when anonymous)	To know where to get advice. (e.g. family, school, other sources) To recognise that their bodies change over time.
Year 6	To understand that marriage represents a formally and legally recognized commitment of two people to each other which is intended to be lifelong.	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 if needed.	About different types of bullying (including cyberbullying) the impact of bullying, responsibilities of bystanders (reporting bullying to an adult) and how to get help.	How information and data is shared and used online.	To know about the concept of privacy and the implications of it for both children and adults. (including that it's not always right to keep secrets if they relate to keeping safe)