

Relationships Education

Families and people who care for me	Pupils should know	KS1 Y1 Y2	KS2 Y3Y4Y5Y6
	that families are important for children growing up because they can give love, security and stability.	R2	R6
	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.	R1 R4	R8
	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.	H22 R3	R2 R7
	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.	R3	R1 R6 R7
	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	R4	R3 R5
	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	R5	R4 R9
Caring Friendships	how important friendships are in making us feel happy and secure, and how people choose and make friends.	R6	R10
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	R6	R11
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	R7	R13 R14
	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.	R8	R16
	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.	R9	R18
Respectful Relationships	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.	H22 R23 L4 L6	R32 R33 L6
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	R6 R8	R33 R34
	the conventions of courtesy and manners.	R22	R33
	the importance of self-respect and how this links to their own happiness.	H21 H23 R22	R31
	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.	R22 H22	R31
	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.	R10 R11 R12	R19 R20 R28

	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	L4	R21 L7 L8 L9
	the importance of permission-seeking and giving in relationships with friends, peers and adults.	R15 R17	R22 R26
Online Relationships	that people sometimes behave differently online, including by pretending to be someone they are not.	R14	R23
	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.	R12	R24 R30 R31
	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	R20	R24 R29
	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	R15	R24
	how information and data is shared and used online.	H34	L13 L14
Being Safe	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	R17	R22
	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.	R13 R18	R27
	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	R13	H45 R25
	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	R14 R15 R19	R24
	how to recognise and report feelings of being unsafe or feeling bad about any adult.	R20	R29
	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	R20	R29
	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	R20	R29 H45
	where to get advice e.g. family, school and/or other sources.	R20	R29

Physical Health and Mental Wellbeing

Mental Wellbeing	Pupils should know	KS1	KS2
	that mental wellbeing is a normal part of daily life, in the same way as physical health.	H1	H15
	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.	H11 H12 H13 H14	H17
	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.	H15 H16	H19
	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	H18 H19	H20 H21

	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	H17	H16
	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	H18 H20 H24	H16
	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	H24 H27 R7	H24 R13
	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	R10 R11	R19
	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).	H19 R12	H21 R20
	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.	H24	H22
Internet Safety and Harms	that for most people the internet is an integral part of life and has many benefits.	L7 L8	L11
	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.	H9	H13
	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.	R10 R12	R30 L11 L15
	why social media, some computer games and online gaming, for example, are age restricted.	H28	H37 L23
	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.	H34	H42
	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	L9	L12 L13 L14 L16
	where and how to report concerns and get support with issues online.	H34	H42
Physical Health and Fitness	the characteristics and mental and physical benefits of an active lifestyle.	H1	H7
	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.	H3	H7
	the risks associated with an inactive lifestyle (including obesity).	H3	H4 H7
	how and when to seek support including which adults to speak to in school if they are worried about their health.	H10	H14
Healthy Eating	what constitutes a healthy diet (including understanding calories and other nutritional content).	H2 H3	H1 H6
	the principles of planning and preparing a range of healthy meals.	H2	H6
	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).	H2	H2 H3 H6
Drugs, Alcohol and Tobacco	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	H37	H46 H47 H48
Health and Prevention	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.		H5

	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	H8	H12
	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	H4	H8
	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	H7	H11
	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	H5	H9 H40
	the facts and science relating to allergies, immunisation and vaccination.	H6	H10
Basic First Aid	how to make a clear and efficient call to emergency services if necessary.	H35 H36	H44
	concepts of basic first-aid, for example dealing with common injuries, including head injuries.	H35 H37	H43
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.	H25 H26	H31 H32 H34
	about menstrual wellbeing including the key facts about the menstrual cycle.		H31