



# The Sequence of Learning: Relationships and Sex Education

## RSE: Age related Coverage

The Relationships and Sex Education Guidance is statutory for primary schools. The focus of RSE is relationships: ‘in primary schools we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships.’

The aim of our curriculum is to teach children to acknowledge difference while forming respectful relationships and friendships. We aspire to teach children to be non-judgmental, accepting and welcoming. High-quality relationships and sex education (RSE) helps create safe school communities where pupils can grow, learn, and develop positive, healthy behaviour for life.

Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. We have chosen to organise the six elements of RSE as follows:

**Age four to six (Reception – Year 1):** From this age children should be able to identify safe situations and those which may be risky, like other children or adults taking improper photographs of them. They should be able to identify trusted adults (both at home and school) who they can talk to if they feel worried. Within this age group they should understand about different types of families, including those with same sex parents. The emphasis being on all different types of families.

**Age six to eight (Year 2 – 3):** Understanding the importance of boundaries within friendships and personal relationships is important, including online and through technologies such as mobile phones and games. They should know what films, programmes and online content they should and shouldn't be watching, in addition to who to tell, if someone encourages them to watch inappropriate content (this is a grooming tactic). Children should be introduced to the correct scientific vocabulary for naming the parts of the body- including external genitalia. This will be the foundation for their understanding later on.

**Age eight to nine (Year 4):** By this age children need to be taught about the emotional and physical changes of growing up, coping strategies for different emotions, as well as looking after their bodies and the onset of puberty. We find that some girls may even be starting their periods in year 4, so it is critical that they have this knowledge at this age. We also recommend giving a gentle introduction to reproduction, this is the point at which we find we are able to tell children before they have received a muddled version from an older sibling or peers have been looking online for the definition of “sex”.

It is important to know that ‘sex’ is spoken and sung about, widely in the media including in pop music aimed at children (e.g. Little Mix). If children type this simple word into the internet to find out what it means they will be presented with graphic and often disturbing images, so it is better to educate the children in a gentle age appropriate manner, than to leave them searching for information/ unanswered questions online.

**Age nine to 11 (Year 5 – 6):** At these ages it is important to review the previous information taught, as children tend to absorb and retain elements of the information when it is of relevance to them. So we allow children to ask more questions in these year groups, to ensure they understand what they have been taught and fill in any gaps in knowledge. They will often want more details on conception, how babies develop (including twins) and are born. Sometimes they ask how people can get germs from sex and how they can be prevented, or there may be curiosity about feelings or body image – each group is different.

Please note: Expectations in black are taught solely in that year group while coloured objectives are repeated. Where objectives are taught in other curriculum areas, they have been highlighted as follows:

Science- yellow

Citizenship- pink

Computing- green

## Families and People who care for us

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children talk about past and present events in their own lives and the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>That other people's 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 (T1+3)</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>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>	<p>That other people's 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> <p><i>Linked to this objective: c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;</i></p>	<p>That other people's 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 (T5/6)</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

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends (T1+2)</p>	<p>The characteristics of friendships, including mutual respect, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties</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><i>Linked to this objective but not with a specific friendship focus: a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</i></p>	<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</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>T5/6 – repeat NCPCC Pants lesson</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>NSPCC lesson 2- changing friendship <a href="https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships">https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships</a></p>

## Respectful relationships

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>The importance of respecting others, even when they're very different from them (for example, physically, (T1+2) in character, personality or backgrounds), or make different choices or have different preferences or beliefs (T4+5)</p> <p>The conventions of courtesy and manners (T1 class rule making and then revisited each term)</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>About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>	<p>The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</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>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</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 T1, T2</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive T3</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults T6</p>	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>NSPCC lesson 3- healthy online friendship</p>

## Online relationships

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>They say when they do or don't need help.</p>	<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (T1-6)</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>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>	<p>That people sometimes behave differently online, including by pretending to be someone they're not</p> <p>Share Aware resources available from NSPCC:</p> <p><a href="https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching">https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching</a></p>	<p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're anonymous)</p> <p>T3 + reference in computing lessons</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>How information and data is shared and used online</p> <p>NSPCC lesson 3- healthy online friendship (NB this is a KS3 resource but can be used for 11yr olds)</p> <p><a href="https://learning.nspcc.org.uk/media/1404/ks3-lesson-plan-3-safer-online-relationships.pdf">https://learning.nspcc.org.uk/media/1404/ks3-lesson-plan-3-safer-online-relationships.pdf</a></p> <p>Share Aware resources available from NSPCC:</p> <p><a href="https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching">https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching</a></p>

## Being safe

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>They say when they do or don't need help.</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Practices some appropriate safety measures without direct supervision.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (T1+2)</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know (T3,4,5)</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they're heard (consistently across T1-6)</p> <p>Where to get advice (e.g. family, school, other sources)</p> <p>Teach children the Underwear rule <a href="https://www.nspcc.org.uk/pr eventing-abuse/keepingchildr en-safe/underwearrule/">https://www.nspcc.org.uk/pr eventing-abuse/keepingchildr en-safe/underwearrule/</a></p> <p>Other Pants resources can be found at</p>	<p>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 being safe)</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p>	<p>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 being safe)</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to report concerns or abuse, and the vocabulary and confidence they need to do so</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p><i>Links to this objective: that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;</i></p>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>T2, T3,T5, T6</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know</p> <p>T5, T6</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>T5, T6</p>	<p>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 being safe)</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p>

<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

My Underpants Rule book by Kate and Rod Power- this will be revisited in Y2

## The changing adolescent body and sex education

Year 2	Year 4	Year 5	Year 6
<p>To use the scientific names introduced to name male and female body parts</p> <p>To identify some differences between males and females</p> <p>To identify the body parts that we keep private</p> <p>To understand the words 'no' and 'stop'</p> <p>To understand that people's bodies and feelings can be hurt</p> <p>How to identify an adult they can talk to if they are concerned about inappropriate touch</p> <p>How to talk about their own likes and dislikes</p> <p>To understand that different people like different things</p> <p>To understand that girls and boys can like different things, or the same things</p> <p>To describe how they have changed since they were a baby</p> <p>How to understand that peoples' needs change as they grow older</p> <p>How to talk about things they would like to do when they are older</p> <p>How to discuss some changes that people might go through in life.</p> <p>(T6)</p>	<p>To identify how humans grow and change throughout the human life cycle</p> <p>To identify and describe the physical changes associated with puberty</p> <p>To learn about the impact of puberty on physical hygiene and develop strategies for managing</p> <p>To understand how puberty affects emotions and behaviour and to develop strategies for dealing with the changes associated with puberty</p>	<p>To learn about the changes that occur during puberty T6 also citizenship T6</p> <p>To learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact T5/6</p> <p>To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation. T5/6</p> <p>To learn that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. T5, T6</p> <p>To learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. T5, T6</p>	<p>To name physical changes young people experience during puberty</p> <p>To describe emotional changes during puberty</p> <p>To appreciate the fact there is no such thing as the 'perfect body'</p> <p>How to recognise what a loving relationship is</p> <p>To explain what a sexual relationship is</p> <p>About STIs and contraception</p> <p>How babies are conceived and born</p>