

**National Curriculum**

**Families and people who care for me**

Pupils should know:

- that 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 and sharing each other's lives
- 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
- 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 from others if needed

**Caring friendships**

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- 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
- 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
- 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

**Respectful relationships**

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- 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
- 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

**Online relationships**

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- 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
- how information and data is shared and used online

**Being safe**

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

## **RSE Curriculum Statement of Intent:**

At Featherstone Wood we recognise not only the high importance of teaching and assisting our pupils to understand, recognise and form healthy friendships and relationships, but also the vulnerability that our learners have in the community when it comes to matters of sexual activity and the possibility of being exploited. High quality RSE helps create safe school communities where pupils can grow, learn, and develop positive, healthy behaviour for life. It can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

<p><b>EYFS</b></p>	<p>Children will begin to gain an understanding of their bodies and be able to name their arms, legs, fingers and head for example. Some children will go on to know about some simple human physiology such as knowing we have a heart or blood inside us. Adults will sensitively develop children's understanding and knowledge around the relationships people have - mum and dad, pupil and teacher, friend at school etc. Conversations, circle times and role play will help to develop the children's understanding of positive relationships.</p>
<p><b>Year 1</b></p>	<p>Children will consider different types of friendships and make a relationship web. In turn, they will discuss people who care for and help us and the people we care for and help us; the people we love and who love us. They will talk about the different relationships. Children consider what makes a good friend and they design their perfect friend. They will problem solve when the friendship goes wrong and decide on the best choice for the characters in a video. They will be 'feelings detectors' and identify kind and unkind acts. The children will learn the difference between 'appropriate and inappropriate' touch. [This will be closely linked with the NSPCC's 'PANTS' project]. They will know why it is important to care about other people's feelings. They will develop an understanding of personal boundaries and know who to ask for help. The children will consider how different touch is appropriate. They will problem solve when someone is being made unhappy and consider the best action to take. They will consider who to seek support from when someone makes them feel uncomfortable.</p>
<p><b>Year 2</b></p>	<p>Children will start to fully understand and respect the differences and similarities between people. Children will know what is a girl and what is a boy and understand that boys and girls can both do the same task and enjoy the same things; but stories, TV and people sometimes say that boys do this and girls do that. They will learn the biological differences between male and female animals (and children) and their role in the life cycle. They will be introduced to the correct terminology for reproductive body parts eg. penis and vagina. Children will consider how we can help others in school and our community and how we can be kind and thoughtful towards others. As part of this, they will also consider different types of actions and whether they are kind or not. Consolidated from Year 1, the children will reflect on the difference between 'appropriate and inappropriate' touch. [This will be closely linked with the NSPCC's 'PANTS' project]. They will know why it is important to care about other people's feelings. They will develop an understanding of personal boundaries and know who to ask for help.</p>
<p><b>Year 3</b></p>	<p>Consolidated from Key Stage 1, the children will reflect on the difference between 'appropriate and inappropriate' touch. [This will be closely linked with the NSPCC's 'PANTS' project]. They will know why it is important to care about other people's feelings. They will develop an understanding of personal boundaries and know who to ask for help. Children will learn about the way they grow and change throughout the human life cycle and recognise their own worth as individuals and challenge stereotyping. In turn, they will identify positive things about themselves and others.</p>

	In addition to this, children will reflect on the importance of a healthy lifestyle and how they need to look after their bodies, including their teeth.
<b>Year 4</b>	Children will learn about how to stay safe and build on their knowledge of relationships. There will be an emphasis on ensuring the children know what the correct boundaries are that are associated with each type of relationship. For example: 'I would tell my mum I love her but I wouldn't say I loved an adult in school.' Children learn about different relationships and how relationships can change as we grow. They will identify healthy and unhealthy relationships and identify how to ask for help if a relationship makes them feel uncomfortable. As they approach puberty, children will reflect on how their bodies will change and the importance of hygiene to keep our bodies clean and healthy. They will also reflect on the changing and sometimes confusing emotions associated with puberty and explore positive ways in which to deal with these in their life.
<b>Year 5</b>	Children will explore the dynamics of changing relationships and learn strategies to deal with feelings in the context of relationships. They will identify feelings and understand how they affect behaviour. In addition, they will consider how feelings change during puberty and how these changes affect relationships. Children will practise strategies for managing relationships and changes. Children to understand the changes that occur at puberty which are part of the process of growing into adults. Children will also learn to consider the different attitudes and values around gender stereotyping and sexuality and consider their origin and impact.
<b>Year 6</b>	Children will learn what values are important to them in a relationship. They will also consider a range of relationships, including intimate relationships. Children will consider the similarities and differences between friendships and intimate relationships, including marriage.  Children will also consolidate their knowledge and understanding of puberty.