Keeping Children Safe in Education – Curriculum Links:

At Parish, we delivered all aspects of the Relationships and Health Education framework through our Parish Spirit lessons. This curriculum has strong links with the specific areas outlined in Keeping Children Safe in Education 2023. Below we have identified how the Relationships and Health teaching requirements, alongside other aspects of our curriculum, meet the teaching of these specific areas.

Aspect - Relationships Education:	
Families and People Care for Me	R1
Caring Friendships	R2
Respectful Relationships	R3
Online Relationships	R4
Being Safe	R5
Aspect – Physical Health and Mental Wellbeing:	
Mental Wellbeing	H1
Internet Safety and Harms	H2
Physical Health and Fitness	H3
Healthy Eating	H4
Drugs, Alcohol and Tobacco	H5
Health and Prevention	H6
Basic First Aid	H7
Changing Adolescent Body	H8

Specific Area:	Subject	Curriculum Link:
Child abduction and community safety incidents	RHE (Heartsmart)	R1.2. R1.6. R2.5. R3.8. R4.4. R5.4. H2.7.
	Parish Spirit	
Child Missing from Education/Missing from Home	RHE (Heartsmart)	R2.5. R5.1. R5.4. R5.6. R5.7. R5.8.
	Parish Spirit	
	History	Y3: The Victorians Y5: World War 2
	Geography	Y5: Brazil
Child Sexual Exploitation	RHE (Heartsmart)	R1.6. R2.5. R3.4. R3.5. R3.6. R3.8. R4.1. R4.2. R4.4. R4.5. R5.1. R5.3. R5.4. R5.5. R5.6. R5.7. R5.8. H1.1 H1.2 H1.3. H1.4 H1.5 H1.6 H1.7 H1.8 H1.9 H1.10 H8.1 H8.2
	Parish Spirit	CWP Y3: Valuing Difference and Keeping Safe CWP Y4: Growing Up CWP Y5: Puberty CWP Y6: Puberty, Relationships and Reproduction
	Computing	NOS: Online Relationships NOS: Online Reputation NOS: Online Bullying NOS: Health, Wellbeing and Lifestyle NOS: Privacy and Security
Child Criminal Exploitation	RHE (Heartsmart)	R1.6. R2.5. R3.4. R3.5. R3.6. R3.8. R4.1. R4.2. R4.4. R4.5. R5.1. R5.4. R5.5. R5.6. R5.7. R5.8. H1.1 H1.2 H1.3. H1.4 H1.5 H1.6 H1.7 H1.8 H1.9 H1.10

	Parish Spirit	
	Computing	NOS: Online Relationships NOS: Online Reputation NOS: Online Bullying NOS: Health, Wellbeing and Lifestyle NOS: Privacy and Security
	History	Y3: Victorians
	Geography	Y5: Brazil
Bullying Including Cyberbullying and Cybercrime.	RHE (Heartsmart)	R2.1. R2.2. R2.3. R2.4. R2.5. R3.1. R3.2. R3.4. R3.5. R3.6. R3.7. R4.1. R4.2. R4.3. R4.4. R4.5. R5.1. R5.3. R5.4. R5.5. R5.6. R5.7. R5.8. H1.1 H1.2 H1.3. H1.4 H1.5 H1.6 H1.7 H1.8 H1.9 H1.10 H2.3 H2.4 H2.5 H2.7
	Parish Spirit	YR: Blue Chameleon Y1: My World Your World Y1: Want to play trucks? Y1: Going to the Volcano Y2: All Are Welcome Y2: Can I join your club? Y2: Amazing Y4: Aalfred and Aalbert Y4: Along Came Different Y5: The Girls
	Computing	NOS: Online Relationships NOS: Online Reputation NOS: Online Bullying NOS: Managing Online Information NOS: Health, Wellbeing and Lifestyle NOS: Privacy and Security NOS: Copyright and Ownership
	History	Y4: Romans
	RE	Y2: Jesus A Friend to Everyone. Y3: Jesus The Man Who Changed Lives Y4: Easter Betrayal and Trust Y5: Jesus The Teacher Y6: People of Faith
Child on Child Abuse	RHE (Heartsmart)	R2.1. R2.2. R2.3. R2.4. R2.5. R3.1. R3.2. R3.5. R3.8 R4.3. R4.4. R5.1. R5.2. R5.3. R5.5. R5.6. R5.7. R5.8. H1.8 H2.3 H2.7 H8.1 H8.2
	Parish Spirit	CWP Y3: Valuing Difference and Keeping Safe CWP Y4: Growing Up CWP Y5: Puberty CWP Y6: Puberty, Relationships and Reproduction Y5: The Girls
	Computing	NOS: Online Relationships NOS: Online Reputation

		NOS: Online Bullying NOS: Health, Wellbeing and Lifestyle NOS: Privacy and Security NOS: Copyright and Ownership
Domestic Abuse	RHE (Heartsmart)	R1.1. R1.2. R1.3. R1.4. R1.6. R5.2. R5.4. R5.5. R5.6. R5.7. R5.8. H1.2
	Parish Spirit	YR: The Family Book Y3: This is Our House
	Computing	NOS: Online Reputation NOS: Online Bullying NOS: Health, Wellbeing and Lifestyle NOS: Privacy and Security
Drugs	RHE (Heartsmart)	H4.3 H5.1
	Parish Spirit	
	Science	Y6: The Human Body and Its Systems
Fabricated Illness	RHE (Heartsmart)	R5.3. R5.5.
	Parish Spirit	
	Science	Y3: Animals and Humans Y4: Human Body Systems Y5: Life Cycles and Reproduction Y6: The Human Body and Its Systems
Female Genital Mutilation (FGM)	RHE (Heartsmart)	R2.5. R3.1. R5.3. R5.5. H8.1 H8.2
	Parish Spirit	CWP Y2: Differences CWP Y3: Valuing Difference and Keeping Safe CWP Y4: Growing Up CWP Y5: Puberty CWP Y6: Puberty, Relationships and Reproduction
	Science	Y5: Life Cycles and Reproduction
Honour Based Abuse	RHE (Heartsmart)	R1.1. R1.3. R1.4. R2.5. R3.1. R3.2. R3.8. R5.5. R5.6. R5.7. R5.8.
	Parish Spirit	Y6: British Values RL6 Y6: British Values IL6 Y6: British Values T6
Mental Health	RHE (Heartsmart)	R2.4. R2.5. R3.1. R3.2. R3.4. R3.5. R4.1. R4.2. R4.3. R5.6. R5.7. R5.8. H1.1 H1.2 H1.3. H1.4 H1.5 H1.6 H1.7 H1.8 H1.9 H1.10 H2.1 H2.2 H2.4 H2.5 H2.6 H3.1 H3.3 H3.4 H5.3 H8.2
	Parish Spirit	CWP YR: Family and Friendship CWP Y1: Growing & Caring for Ourselves Y4: When Sadness Comes to Call
	Computing	NOS: Self Image and Identity NOS: Online Relationships NOS: Online Reputation NOS: Online Bullying NOS: Managing Online Information NOS: Health, Wellbeing and Lifestyle NOS: Privacy and Security

		NOS: Copyright and Ownership
	RE	Spirituality
	Science	Y3: Animals and Humans Y6: Evolution and Inheritance
	Art	Links with creativity, self-expression and promoting calmness.
	PE	Links with exercise.
Preventing Radicalisation and the Prevent Duty	RHE (Heartsmart)	R1.2. R2.1. R2.2. R2.3. R2.4. R2.5. R3.5. R3.7. R4.1. R4.2. R4.3. R4.4. R4.5. R5.2. R5.4. R5.5. R5.6. R5.7. R5.8.
	Parish Spirit	Y3: The Truth About Old People Y5: Mixed Y6: The Only Way is Badger Y6: The Island
	Computing	NOS: Online Relationships NOS: Online Reputation NOS: Online Bullying NOS: Health, Wellbeing and Lifestyle NOS: Privacy and Security NOS: Copyright and Ownership
Online Sexual behaviours	RHE (Heartsmart)	R2.1. R2.2. R2.3. R2.4. R2.5. R3.5. R4.1. R4.2. R4.3. R5.1. R5.2. R5.5. R5.6. R5.7. R5.8. H8.1 H8.2
	Parish Spirit	CWP Y5: Puberty CWP Y6: Puberty, Relationships and Reproduction
	Computing	NOS: Online Relationships NOS: Online Reputation NOS: Online Bullying NOS: Managing Online Information NOS: Health, Wellbeing and Lifestyle NOS: Privacy and Security NOS: Copyright and Ownership
	Science	Y5: Life Cycles and Reproduction
Serious Violence	RHE (Heartsmart)	R1.6. R2.4. R3.5. R5.5. R5.6. R5.7. R5.8.
	Parish Spirit	
	History	Y3: Ancient Greeks Y4: The Romans Y5: World War 2 Y6: The Vikings
	Geography	Y5: Brazil
Children and the Court System	RHE (Heartsmart)	R1.3.
	Parish Spirit	
	History	Y3: The Victorians
Children with Family Members in Prison	RHE (Heartsmart)	R1.1. R1.2. R5.6. R5.7. R5.8.
	Parish Spirit	YR: The Family Book
County Lines	RHE (Heartsmart)	R2.1. R2.2. R2.3. R2.4. R2.5. R3.5. R5.1. R5.2. R5.4. R5.5. R5.6. R5.7. R5.8.
	Parish Spirit	
	Computing	NOS: Online Relationships

		NOS: Online Reputation
	Science	Y6: The Human Body and Its Systems
Homelessness	RHE (Heartsmart)	R3.1. R3.5. R3.7 R5.6. R5.7. R5.8.
	Parish Spirit	YR: The Family Book
	Geography	Y3: Natural Disasters Y5: Brazil Y5: Rainforest Y6: Our Changing Worlds Y6: Marvellous Maps
	History	Y1: Great Fire of London Y5: World War 2
Forced Marriage	RHE (Heartsmart)	R1.1. R1.5. R3.5. R3.8. R5.1. R5.5. R5.6. R5.7. R5.8. H8.1 H8.2
	Parish Spirit	YR: The Family Book Y6: The Only Way is Badger Y6: British Values RL6 Y6: British Values IL6 Y6: British Values T6
Sexual Harassment between children in schools and colleges	RHE (Heartsmart)	R2.1. R2.5. R3.5. R3.8. R4.1. R4.2. R4.4. R5.1. R5.4. R5.5. R5.6. R5.7. R5.8. H8.1 H8.2
	Parish Spirit	CWP Y4: Growing Up CWP Y5: Puberty CWP Y6: Puberty, Relationships and Reproduction
	Computing	NOS: Online Bullying NOS: Health, Wellbeing and Lifestyle NOS: Privacy and Security
Modern Slavery	RHE (Heartsmart)	R1.1. R1.2. R1.5. R1.6. R2.1. R2.3. R2.5. R3.5. R3.8. R5.1. R5.5. R5.6. R5.7. R5.8. H1. 6. H1.7. H1.9. H7.1.

*National Online Safety is from Education for a Connected World framework from UK Council for Internet Safety.

Year 1 Relationships & Health Education Curriculum

Relationships
Pupils will be taught:

Families and People Who Care for Me
- 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 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.
Caring Friendships
- 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
- 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.   - 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.
Online Relationships
- 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.
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 e.g. family, school and/or other sources.

Physical Health and Mental Wellbeing

Pupils will be taught:

Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 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.
- 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.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- 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).

Internet Safety and Harms

- that for most people the internet is an integral part of life and has many benefits.

Physical Health and Fitness

- the characteristics and mental and physical benefits of an active lifestyle.

Health and Prevention

- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Year 2 Relationships & Health Education Curriculum

Relationships

Pupils will be taught:

Families and People Who Care for Me

- that families are important for children growing up because they can give love, security and stability.
- 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.

Caring Friendships

- 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

- 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.

Online Relationships

- that the same principles apply to online relationships as to face-toface 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 information and data is shared and used online.

Being Safe

- where to get advice e.g. family, school and/or other sources

Physical Health and Mental Wellbeing

Pupils will be taught:

Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 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.
- 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.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Internet Safety and Harms

- where and how to report concerns and get support with issues online

Physical Health and Fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- 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.
- the risks associated with an inactive lifestyle (including obesity)

Healthy Eating

- the principles of planning and preparing a range of healthy meals.
- 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).

Health and Prevention

- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Year 3 Relationships & Health Education Curriculum

Relationships
Pupils will be taught:

Families and People Who Care for Me
- that families are important for children growing up because they can give love, security and stability.   - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

Caring Friendships
- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships.   - the conventions of courtesy and manners.   - 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.   - what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Online Relationships
- that people sometimes behave differently online, including by pretending to be someone they are not.   - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.   - how information and data is shared and used online.

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 recognise and report feelings of being unsafe or feeling bad about any adult.

Physical Health and Mental Wellbeing

Pupils will be taught:

Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 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.
- 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.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

Internet Safety and Harms

- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Physical Health and Fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the risks associated with an inactive lifestyle (including obesity).

Healthy Eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.

Health and Prevention

- the facts and science relating to allergies, immunisation and vaccination.

Basic First Aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Year 4 Relationships & Health Education Curriculum

Relationships

Pupils will be taught:

Families and People Who Care for Me

- 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

Caring Friendships

- 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

- 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.

Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- where to get advice e.g. family, school and/or other sources.

Physical Health and Mental Wellbeing

Pupils will be taught:

Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 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.
- 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.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Internet Safety and Harms

- that for most people the internet is an integral part of life and has many benefits.
- 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.
- 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.
- where and how to report concerns and get support with issues online.

Drugs, Alcohol and Tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention

- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

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.

Year 5 Relationships & Health Education Curriculum

Relationships
Pupils will be taught:

Families and People Who Care for Me
- 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 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.   - 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
- 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
- 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.
Online Relationships
that people sometimes behave differently online, including by pretending to be someone they are not

• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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 e.g. family, school and/or other sources

Physical Health and Mental Wellbeing

Pupils will be taught:

Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 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.
- 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.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Internet Safety and Harms

- 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.
- 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.
- why social media, some computer games and online gaming, for example, are age restricted.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Drugs, Alcohol and Tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention

• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

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.
• about menstrual wellbeing including the key facts about the menstrual cycle.

Year 6 Relationships & Health Education Curriculum

Relationships
Pupils will be taught:

Families and People Who Care for Me
• that families are important for children growing up because they can give love, security and stability. • 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 marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
Caring Friendships
• 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
• 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.
Online Relationships
• that people sometimes behave differently online, including by pretending to be someone they are not
Being Safe

- 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.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.

Physical Health and Mental Wellbeing

Pupils will be taught:

Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- 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.
- 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.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Internet Safety and Harms

- 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.
- 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.
- why social media, some computer games and online gaming, for example, are age restricted.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Healthy Eating

- the principles of planning and preparing a range of healthy meals.

Drugs, Alcohol and Tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- the facts and science relating to allergies, immunisation and vaccination.

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.