

**By Brook Valley CE Primary School**  
**Relationships, Sex and Health Education Whole School Overview**

(Non-statutory aspects are highlighted in red)

Relationships	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Families and people who care about me</b>	<p>Know that families can be different</p> <p>Know that people have different homes and why they are important to them</p>	<p>Know that everyone's family is different</p> <p>Know that families are founded on belonging, love and care</p> <p>Know that there are lots of different types of families</p> <p>Know about the different people in the school community and how they help</p>	<p>Know that everyone's family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p>	<p>Be able to show appreciation for their families, parents and carers</p> <p>Know that sometimes family members don't get along and some reasons for this</p> <p>Know why families are important</p> <p>Know that everybody's family is different</p>	<p>Know why families are important</p> <p>Know that everybody's family is different</p> <p>Begin to understand how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice.</p>	<p>Explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families).</p>	<p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>To recognise that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>Explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice.</p>
<b>Caring friendships</b>	Identify feelings associated with belonging	Understand that their choices	Know that it is important to listen to other people	Make other people feel valued	Know that their own actions affect	Know how an individual's behaviour can affect a group and	Demonstrate empathy and

	<p>Skills to play co-operatively with others Be able to consider others' feelings</p> <p>Know that being kind is good</p> <p>Know that they don't have to be 'the same as' to be a friend</p> <p>Know different ways of making friends</p>	<p>have consequences Understand that their views are important</p>	<p>Understand that their own views are valuable</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p>	<p>Develop compassion and empathy for others Be able to work collaboratively Know that actions can affect others' feelings Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</p>	<p>themselves and others Can make others feel cared for and welcome Be able to help friends make positive choices Can make others feel valued and included Know that there are leaders and followers in groups</p> <p>Know how different friendship groups are formed and how they fit into them Know which friends they value most</p>	<p>the consequences of this Consider their own actions and the effect they have on themselves and others Be able to help friends make positive choices</p>	<p>understanding towards others</p> <p>Can take positive action to help others</p>
<b>Respectful relationships</b>	<p>Be responsible in the setting</p>	<p>Understand their own rights and responsibilities with their classroom</p> <p>Understand the rights and responsibilities of a member of a class</p>	<p>Understand the rights and responsibilities of class members</p> <p>Know about rewards and consequences and that these</p>	<p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that others may hold different views</p> <p>Be able to 'problem-solve' a bullying situation accessing</p>	<p>Know their place in the school community</p> <p>Know about the different roles in the school community</p> <p>Understand why the school</p>	<p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Empathy for people whose lives are different from their own</p>	<p>Be able to compare their life with the lives of those less fortunate</p> <p>Know external forms of support in regard to bullying e.g. Childline</p>

		<p>Recognise ways in which they are the same as their friends and ways they are different</p> <p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p>	<p>stem from choices</p> <p>Explain how being bullied can make someone feel</p> <p>Understand that everyone's differences make them special and unique</p>	<p>appropriate support if necessary</p> <p>Know that conflict is a normal part of relationships</p> <p>Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</p>	<p>community benefits from a Learning Charter and the 3 school promises</p> <p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</p> <p>Know ways to resist when people are putting pressure on them</p>	<p>Know what to do if they think bullying is or might be taking place</p>	<p>Know that bullying can be direct and indirect</p> <p>Know what racism is and why it is unacceptable</p> <p>Know what culture means</p>
<b>Online relationships (see Online Safety curriculum Overview)</b>	National Online Safety: Online relationships						
	<p>Know who it is appropriate to build online relationships with</p> <p>Know that people behave differently online, for example how anonymity (you do not know me) and invisibility (you cannot see me) affect what people do</p>			<p>Know that belonging to an online community can have positive and negative consequences</p> <p>Understand the difference between offline and online relationships</p> <p>Know how to report inappropriate behaviour online</p>		<p>Look at how online emotions can be intensified online and consider unacceptable online behaviours often passed off as banter. For example, negative language that can be used, and in some cases is often expected, as part of online gaming and the acceptance of misogynistic, homophobic and racist language that would never be tolerated offline</p>	
<b>Being safe</b>	<p>Know who to talk to if they are feeling worried</p> <p>Can explain what to do if a</p>	<p>Know which parts of the body are private and that they belong to that person and that</p>	<p>Know that private body parts are special and that no one has the right to hurt these</p>	<p>Know that there are things, places and people that can be dangerous</p>	<p>Recognise negative feelings in peer pressure situations</p>	<p>Respect and value their own bodies</p> <p>Recognise strategies for resisting pressure</p>	<p>Know that some people can be exploited and made to do things that are against the law</p>

	stranger approaches them	nobody has the right to hurt these  Know who to ask for help if they are worried or frightened  Know about people who can keep them safe	Know who to ask for help if they are worried or frightened  Know there are different types of touch and that some are acceptable and some are unacceptable	Know when something feels safe or unsafe  Know a range of strategies to keep themselves safe	Can identify the feelings of anxiety and fear associated with peer pressure  Can tap into their inner strength and know-how to be assertive		Know why some people join gangs and the risk that this can involve
	NSPCC – Speak out, to stay safe assemblies & workshops	NSPCC – Speak out, to stay safe assemblies & workshops	NSPCC – Speak out, to stay safe assemblies & workshops	NSPCC – Speak out, to stay safe assemblies & workshops	NSPCC – Speak out, to stay safe assemblies & workshops	NSPCC – Speak out, to stay safe assemblies & workshops	NSPCC – Speak out, to stay safe assemblies & workshops
<b>Key Theology</b>	<p><i>Explain that most Christians believe that God loves people, that God has always loved them as an individual and always will.</i></p> <p><i>Talk about why other people are special (and how Christians believe that they are created and loved by God).</i></p> <p><i>Talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people.</i></p> <p><i>Describe simply what the word forgiveness means and talk about fresh starts.</i></p>			<p><i>Explain Christian (and other faiths') beliefs in an eternal Love, that cannot be broken, that pre-existed the world and carries on after death.</i></p> <p><i>Link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love.</i></p> <p><i>Explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly.</i></p> <p><i>Explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness, reconciliation and peace.</i></p> <p><i>Explain what faithfulness and commitment means to family, friends, relationships and members of their community.</i></p>			
<b>Health</b>	<b>FS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Mental wellbeing</b>	Identify feelings of happiness and sadness	Recognise feelings associated with positive and	Recognise own feelings and know	Recognise feelings of happiness, sadness,	Identify the feelings associated with being	Know how to regulate my emotions	Know how to regulate my emotions

	<p>Recognise emotions when they or someone else is upset, frightened or angry</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p>negative consequences</p>	<p>when and where to get help</p> <p>Recognise the feeling of being worried</p> <p>Know what relaxed means</p>	<p>worry and fear in themselves and others</p> <p>Recognise self-worth</p> <p>Recognise feelings associated with receiving a compliment</p>	<p>included or excluded</p> <p>Know how to regulate my emotions</p> <p>Have strategies for managing the emotions relating to change</p>	<p>Can suggest ways to boost self-esteem of self and others</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p>	<p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class</p> <p>Recognise ways they can develop their own self-esteem</p> <p>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p> <p>Know what it means to be emotionally well</p> <p>Know that stress can be triggered by a range of things</p>
<p><b>Internet safety and harms (see Online Safety)</b></p>	<p>National Online Safety: Health, wellbeing and lifestyle, Safer Internet Day, Online Bullying, Online Reputation</p>						
	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>			<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact; know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p>			

<b>curriculum Overview)</b>							
	Safer Internet Day (February)			Safer Internet Day (February)			
<b>Physical health and fitness</b>	Can explain what they need to do to stay healthy Recognise how exercise makes them feel	Recognise how being healthy helps them to feel happy	Know what their body needs to stay healthy	Know how exercise affects their bodies Know why their hearts and lungs are such important organs	Know how exercise affects their bodies	Be motivated to keep themselves healthy and happy	Are motivated to care for their own physical and emotional health
<b>Healthy eating/Body Image</b>	Can give examples of healthy food  Recognise how different foods can make them feel	Know the difference between being healthy and unhealthy  Know some ways to keep healthy	Know why healthy snacks are good for their bodies  Know which foods given their bodies energy  Know how to make some healthy snacks	Know that the amount of calories, fat and sugar that they put into their bodies will affect their health		Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure	Identity/Gender Identity can change Transgender/Non binary (if appropriate) Changing pronouns Social media pressures
<b>Drug, alcohol and tobacco</b>		Know that all household products, including medicines, can be harmful if not used properly	Know that it is important to use medicines safely	Know that there are different types of drugs	Know the facts about smoking and its effects on health  Know some of the reasons some people start to smoke  Know some of the reasons some people drink alcohol	Know the health risks of smoking  Know how smoking tobacco affects the lungs, liver and heart  Know some of the risks linked to misusing alcohol, including antisocial behaviour	Know about different types of drugs and their uses  Know how these different types of drugs can affect people's bodies, especially their liver and heart  Know that being stressed can cause

					Know the facts about alcohol and its effects on health, particularly the liver		drug and alcohol misuse  Know that being stressed can cause drug and alcohol misuse
<b>Health and prevention</b>	Oral hygiene - Show someone how people can clean their teeth  Can explain how they might feel if they don't get enough sleep	Know that medicines can help them if they feel poorly  Know how to keep themselves clean and healthy  Know that germs cause disease/illness	Know how medicines work in their bodies	Know that their bodies are complex and need taking care of  Explain how to look after their skin in the sun; can explain why this is important and what happens if people do not do this.	Know that personal hygiene is important during puberty and as an adult  Demonstrate how to look after their teeth	Know what makes a healthy lifestyle  Explain why good sleep and rest are important and what the effects of not getting enough sleep can be.	Know how to take responsibility for their own health  Know how to make choices that benefit their own health and well-being
<b>Basic first aid</b>	To understand which people are there to help in an emergency		Know how to respond if there is an accident and someone is hurt  To understand whose job it is to keep us safe and how to get help in an emergency, including how to Dial 999 and what to say		Know basic emergency procedures, including the recovery position Know how to get help in emergency situations		Know basic emergency procedures, including the recovery position Know how to get help in emergency situations
<b>Growing up/Changing</b>	Know the names and functions of	Know the names of male and female private body parts	Know the physical differences	Know that in animals and humans lots of changes happen	Know that personal characteristics are	Revise how girls' and boys' bodies change during puberty and	Revise how girls' and boys' bodies change during puberty and

<b>adolescent bodies</b>	<p>some parts of the body Know that we grow from baby to adult</p>	<p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know that changes happen when we grow up</p> <p>Know that animals including humans have a life cycle</p>	<p>between male and female bodies</p> <p>Know the correct names for private body parts</p> <p>Know that life cycles exist in nature</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p>	<p>between conception and growing up</p> <p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p>	<p>inherited from birth parents</p> <p>Know the names of the different internal and external body parts</p> <p>Know how the female and male body change at puberty</p> <p>Know that change can bring about a range of different emotions</p>	<p>understand the importance of looking after themselves physically and emotionally</p> <p><b>Know that babies are made by a sperm joining with an ovum</b></p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>understand the importance of looking after themselves physically and emotionally</p> <p><b>Know how a baby develops from conception through the nine months of pregnancy</b></p> <p>Know how being physically attracted to someone changes the nature of the relationship</p>
<b>Key Theology</b>	<p>Show an understanding of key Christian teachings about how they are of great value and worth: "You are fearfully and wonderfully made" (Psalm 139) and "God saw that it was very good" (Genesis 1).</p> <p>Make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls</p>			<p>Explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people's regard for themselves and enjoyment of living in their bodies.</p> <p>Explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds.</p>			