Tyntesfield Primary School
Relationships Education (RsE) Curriculum overview – Core Theme 2

Alongside this framework, staff and teachers consistently work with our pupils to reinforce our school values 'We appreciate and care for each other', 'We love learning', 'We achieve our best' and 'We make the most opportunity' whilst also supporting children inside and outside the classroom in developing positive relationships with others. Through our Pastoral support system, Wellbeing Framework and Safeguarding procedures, we ensure that all children have the opportunity to grow as healthy and happy learners, preparing them for tomorrow's world. This Framework has been updated with staff, parents and governors to ensure that all members of our school community have a shared understanding of how **we are actively working together to foster an understanding of how to develop and maintain positive and respectful relationships in an ever changing society.**

EYFS: EYFS builds the foundations for our Relationships Education curriculum. It involves pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving. This is all delivered through the Early Years provision. Below outlines how the Pre Key Stage 1 objectives fit into the Relationships Education themes.

RsE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Strand 1: Families and people who care for me	Three and four year olds: • Begin to make sense of their own life-story and family's history. Reception: • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. Early Learning Goals: • Talk about the lives of people around them and their roles in society.	- Describe different types of family. - Families are important for children growing up because they can give love, security and stability (include single parent families and families where parents have separated). - To learn about people who look after them, their family networks, who to go to if they are worried and ways that pupils can help these people to look after them.	- Understand that families care for each other in a variety of ways. - 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 (include single parent families and families where parents have separated). - To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	- Identify ways that they can show care towards each other. - 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 (include single parent families and families where parents have separated).	- Identify positive qualities and expectations for a variety of relationships. - 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.	- Identify the skills and qualities needed to be a parent and/or carer. - That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.	- Understand the variety of ways in which parents and carers meet the needs of babies and children. - How to recognise if family relationships are making the feel unhappy or unsafe and how to seek advice from others if needed. **Use the terminology 'Same sex and opposite sex' to discuss how marriage in England and Wales is available to both and the ceremony in which a couple get married may be civil or religious.**
Strand 2: Caring friendships	Early Learning Goals: - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and others' needs.	- How important friendships are in making us feel happy and secure.	- How important friendships are in making us feel happy and secure, and how people choose and make friends. - To listen to other people and play and work cooperatively, including strategies to resolve simple arguments through negotiation. - To recognise when people are being unkind either to them or others, how to	- The characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests.	- The characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests, experiences, and support with problems and difficulties. - Healthy friendships are 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.

			respond, who to tell and what to say. - That there are different types of teasing and bullying, that these are wrong and unacceptable. - How to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help.				
Strand 3: Online Relationships All Relationships Education objectives relating to 'Online relationships' are covered through our Computing curriculum. See overview for further details.		- To understand the importance of asking an adult for help when anything unfamiliar, concerning or unknown appears when using technology.	- To understand what to do and where to go when concerned and unsure about content and when contacted by anyone online. - To understand what to do and where to go if contacted by a stranger online.	- To know where and how to report concerns and get support with issues online, including with their peers. - To know a range of strategies for keeping safe online, including apps, mobiles and games, which access an online community. - Understand how data is shared and used online.	- To know where and how to report concerns and get support with issues online. - To be able to use technology safely and responsibly; knowing a range of strategies to keep safe online, including online gaming. - To understand 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. - Understand how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.	- To understand that sometimes people behave differently online (public and private expression), including by pretending to be someone they are not. <u>Use the terminology 'catfishing'</u> - To understand 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. - To know strategies for keeping safe online, where and how to report concerns and seek support, including on social media and mobile phones. - To be able to use technology safely and responsibly; knowing a range of strategies to keep safe online and the importance of keeping personal information private online.	- To understand that sometimes people behave differently online (public and private expression), including by pretending to be someone they are not. <u>Use the terminology 'catfishing'</u> - To understand 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. - To know strategies for keeping safe online, where and how to report concerns and seek support, including on social media and mobile phones. - To know how to protect personal information through use of privacy settings on social media. - To understand that technology can be used to manipulate, mislead and deceive users (i.e. grooming, fake news, altered images, and videos). <u>Use the terminology 'grooming'</u>
Strand 4: Respectful Relationships Refer to our Behaviour Policy and	Three and four year olds: • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling. Reception:	- Understand courtesy and manners .- To communicate feelings to others, to recognise how others show feelings and how to respond. - To identify and respect the differences and similarities between people. - To recognise how their behaviour affects others.	- To recognise how their behaviour affects other people. - Understand courtesy and manners. - Understand different types of unkind behaviour, the impact of persistent unkind behaviour and the responsibility of bystanders	- Understand courtesy and manners. - Understand different types of unkind behaviour, the impact of persistent unkind behaviour and the responsibility of bystanders and how to get help (bullying/ child on child abuse).	-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.	- Understand what a stereotype is, and how stereotypes can be unfair, negative or destructive. - Understand how media messages affect attitudes, can cause inequality and affect behaviour.	- Understand how media messages affect attitudes, can cause inequality and affect behaviour. - Can recognise that both men and women can take on these roles and responsibilities. - Learn about the difference between sex, gender

Kindness Policy to further details on how incidents are dealt with appropriately.	• Build constructive and respectful relationships. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Express their feelings and consider the feelings of others. Early Learning Goals: • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.		and how to get help (bullying/ peer-to-peer abuse).	- That their actions affect themselves and others. - To listen and respond respectfully to a wide range of people, to recognise and care about other people's feelings and try to see and respect their points of view. - The importance of permission-seeking and giving in relationships with friends, peers and adults.	- That in school and in wider society they can be expected to be treated with respect by others, and in turn they should show due respect to others, including those in positions of authority. - Understand the importance of self-respect and how this links to their own happiness. - Understand different types of unkind behaviour, the impact of persistent unkind behaviour and the responsibility of bystanders and how to get help (bullying/ child on child abuse). - To understand the concept of cyberbullying - Practical steps they can take in a range of different contexts to improve or support respectful relationships.	**Use the terminology 'gay' and 'tomboy', 'man up' and 'like a girl'.** - Understand different types of unkind behaviour, the impact of persistent unkind behaviour and the responsibility of bystanders and how to get help (bullying/ child on child abuse). - To be respectful of and develop tolerance and understanding of how people choose to present themselves. - To understand the concept of cyberbullying - To recognise and respond appropriately to a wider range of feelings in others. - To listen and respond respectfully to a wide range of people, to recognise and care about other people's feelings and try to see and respect their points of view.	identity and sexual orientation and the terms associated with this. - Understand how our attitudes and values about gender and sexuality may be affected by factors such as age, religion and culture. **Use the terminology 'gay' and 'tomboy', 'man up' and 'like a girl'.** - Understand different types of unkind behaviour, the impact of persistent unkind behaviour and the responsibility of bystanders and how to get help (bullying/ child on child abuse). - To understand the concept of cyber bullying. - That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity and disability. - To listen and respond respectfully to a wide range of people, to recognise and care about other people's feelings and try to see and respect their points of view.
Strand 5: Safe Relationships All pupils attend an age appropriate school assembly led by the NSPCC. This includes talking about 'The pants rule'. **Use the**	Three to four Year olds: • Become more outgoing with unfamiliar people, in the safe context of their setting. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule.	- The differences between secrets and surprises and when to keep something a secret or a surprise. **Use the terminology 'Good, bad and uncomfortable touch'.**	- To judge what kind of physical contact (hugging/holding hands) is acceptable, comfortable, unacceptable and how to respond (including who to tell and how to tell them). - Ensure pupils understand that affection can be shown in many ways; even some of our special people do not show affection through touch. **Use the terminology 'Special people' to discuss those who it is appropriate to have physical contact with.** - The differences between secrets and surprises and when	- To judge what type of physical contact is acceptable or unacceptable and how to respond. - The differences between secrets and surprises and when to keep something a secret or a surprise. Discussion with pupils that often worry or anxiety is a sign that secrets shouldn't be kept. **Use the terminology 'Good, bad and uncomfortable touch'.** - How to recognise and report feelings of being unsafe or feeling bad about any adult. - Where to get advice, e.g.	- To judge what type of physical contact is acceptable or unacceptable and how to respond. **Use the terminology 'Good, bad and uncomfortable touch'.** - Understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' - How to recognise and report feelings of being unsafe or feeling bad about any adult.	- Identify sources of information, support and advice for children and young people, including how to ask for advice and to keep trying until they are heard. - Learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact and how to get support If they have fears for themselves or their peers. - How to report concerns of abuse, and the vocabulary and confidence needed to do so. - How to respond safely and appropriately to adults they may encounter (n all contexts,	- Identify sources of information, support and advice for children and young people, including how to ask for advice and to keep trying until they are heard. - Learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact and how to get support If they have fears for themselves or their peers. - How to report concerns of abuse, and the vocabulary and confidence needed to do so.

terminology **'Privates'.** These take place every other year.			to keep something a secret or a surprise. **Use the terminology 'Good, bad and uncomfortable touch'.** - Where to get advice, e.g. family, school and/or other sources.	family, school and/or other sources.	- Where to get advice, e.g. family, school and/or other sources.	including online) whom they do not know. Year 5 receive a one-hour workshop delivered by OR using resources provided by NSPCC staff, involving how to protect themselves from home and how to report concerns of abuse.	- To understand what boundaries are appropriate in friendships with peers and others.
Strand 6: Growing up	**All objectives are delivered through continuous provision.** Three and four year olds: • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing. Reception: • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Early Learning Goals: • Negotiate space and obstacles safely, with consideration for themselves and others.	- Name the main parts of the body.	- notice that animals, including humans, have offspring which grow into adults	- Understand that the creation of new life requires a male and a female. Female mammals give birth and nurse their young. - Understand the links between needs, caring and changes throughout the life cycle.	- Understand that all living things including humans start life as babies. - Identify key stages of the human life cycle. - Understand some ways that they have changed since they were babies.	- Can identify the physical, emotional and behavioural changes that occur during puberty for both males and females and can recognise that these changes can affect our relationships. - Label male and female body parts (link to science) **Use the terminology 'penis', 'vagina', 'testicles' and 'breasts'.** - describe the life process of reproduction in some plants and animals. - describe the changes as humans develop to old age. - How their body will, and emotions may, change as they approach and move through puberty.	- Can identify the physical, emotional and behavioural changes that occur during puberty for both males and females and can recognise that these changes can affect our relationships. - Can use appropriate language to discuss puberty and growing up with confidence. - Explain how changes as we get older can affect body hygiene. - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents