

PERSONAL, SOCIAL, HEALTH, EMOTIONAL & ECONOMIC EDUCATION including RELATIONSHIP EDUCATION, RELATIONSHIP AND SEX EDUCATION & HEALTH EDUCATION

A high-quality Relationship Education, Sex and Relationship Education and Health Education curriculum will help pupils gain a coherent knowledge and understanding of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Early Years

Year Group	Nursery	Reception
Personal, Social and Emotional Development	<p>Select and use activities and resources, with help, when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (PSED)</p> <p>Develop their sense of responsibility and membership of a community (PSED)</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting (PSED)</p> <p>Show more confidence in a new social situation (PSED)</p> <p>Play with one or more other children, extending and elaborating play ideas (PSED)</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, suggesting other ideas (PSED)</p> <p>Increasingly follow rules understanding why they are important (PSED)</p> <p>Remember rules without needing an adult to remind them (PSED)</p> <p>Develop appropriate ways of being assertive (PSED)</p> <p>Talk with others to solve conflicts (PSED)</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ (PSED)</p> <p>Understand gradually how others might be feeling (PSED)</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing their teeth, using the toilet, washing and drying their hands thoroughly (PSED)</p> <p>Make healthy choices about food, drink, activity and tooth brushing (PSED)</p>	<p>See themselves as valuable individuals (PSED)</p> <p>Build constructive and respectful relationships (PSED)</p> <p>Express their feelings and consider the feelings of others (PSED)</p> <p>Show resilience and perseverance in the face of challenge (PSED)</p> <p>Identify and moderate their own feelings socially and emotionally (PSED)</p> <p>Think about the perspectives of others (PSED)</p> <p>Manage their own needs – personal hygiene (PSED)</p> <p>Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian (PSED)</p> <p>Self-regulation ELGS</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (PSED)</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (PSED)</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (PSED)</p> <p>Managing Self ELG</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (PSED)</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly (PSED)</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (PSED)</p> <p>Building Relationships ELG</p> <p>Work and play cooperatively and take turns with others (PSED)</p> <p>Form positive attachments to adults and friendships with peers (PSED)</p> <p>Show sensitivity to their own and to others’ needs (PSED)</p>
Communication and Language	<p>Pay attention to more than one thing at a time, which can be difficult (C&L)</p> <p>Understand ‘Why’ questions, like, ‘Why do you think the caterpillar got so fat?’ (C&L)</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions (C&L)</p> <p>Start a conversation with an adult or friend and continue it for many turns (C&L)</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen (C&L)</p> <p>Use vocabulary in different contexts ((C&L)</p> <p>Speaking ELG</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teachers (C&L)</p>
Understanding of the World	<p>Begin to make sense of their own life-story and family’s history (UtW)</p> <p>Show an interest in different occupations (UtW)</p> <p>Begin to understand the need to respect and care for the natural environment and all living things (UtW)</p> <p>Continue to develop positive attitudes about the differences between people (UtW)</p>	<p>*Talk about members of their immediate family or community (UtW)</p> <p>*Name and describe people who are familiar to them (UtW)</p> <p>Past and Present ELG</p> <p>*Talk about the lives of people around them and their roles in society (UtW)</p>

KS1 and KS2

		YEAR 1	YEAR 2	YEAR 3 onwards
RELATIONSHIP EDUCATION	Families and People that care for me	<ul style="list-style-type: none"> *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 *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<ul style="list-style-type: none"> *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 *how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<ul style="list-style-type: none"> *that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
	Caring Friendships	<ul style="list-style-type: none"> *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 *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 (KIDSAFE) 	<ul style="list-style-type: none"> *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 healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded *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 (KIDSAFE) 	<ul style="list-style-type: none"> *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
	Respectful relationships	<ul style="list-style-type: none"> *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 *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 *the importance of permission-seeking and giving in relationships with friends, peers and adults 	<ul style="list-style-type: none"> *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 *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 *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 (KIDSAFE) *the importance of permission-seeking and giving in relationships with friends, peers and adults 	<ul style="list-style-type: none"> *practical steps they can take in a range of different contexts to improve or support respectful relationships * the importance of self-respect and how this links to their own happiness *what a stereotype is, and how stereotypes can be unfair, negative or destructive *the importance of self-respect and how this links to their own happiness
	Online relationship	<ul style="list-style-type: none"> *the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (KIDSAFE) 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> • 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 *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
	Being Safe	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *where to get advice e.g. family, school and/or other sources⁹

PHYSICAL HEALTH AND WELLBEING	Mental Health and Well being	<ul style="list-style-type: none"> *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 *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 	<ul style="list-style-type: none"> *that mental wellbeing is a normal part of daily life, in the same way as physical health *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 *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 	<ul style="list-style-type: none"> *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. *isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support *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). *it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
	Internet Safety ad harms	<ul style="list-style-type: none"> *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 *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 	<ul style="list-style-type: none"> *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 *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 	<ul style="list-style-type: none"> *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. *how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. *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
	Physical Health and Fitness	<ul style="list-style-type: none"> *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) 	<ul style="list-style-type: none"> *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) 	<ul style="list-style-type: none"> *how and when to seek support including which adults to speak to in school if they are worried about their health
	Healthy Eating	<ul style="list-style-type: none"> *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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> *what constitutes a healthy diet (including understanding calories and other nutritional content)
	Drugs alcohol and tobacco			<ul style="list-style-type: none"> *the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
	Health and Prevention	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn *about dental health and the benefits of good oral hygiene, 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 	<ul style="list-style-type: none"> *how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body *about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn *the facts and science relating to allergies, immunisation and vaccination
	Basic First Aid	<ul style="list-style-type: none"> *how to make a clear and efficient call to emergency services if necessary 	<ul style="list-style-type: none"> *how to make a clear and efficient call to emergency services if necessary 	<ul style="list-style-type: none"> *concepts of basic first-aid, for example dealing with common injuries, including head injuries
	Changing adolescent body			<ul style="list-style-type: none"> *Key facts about puberty and the changing adolescent body, particularly from 9 through to 11, including physical and emotional changes *about menstrual wellbeing, including the key facts about the menstrual cycle