# RELATIONSHIPS EDUCATION, SEX AND RELATIONSHIPS EDUCATION (RSE) AND HEALTH EDUCATION

**APPENDIX 1**

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| **Families and people who care for me; by the end of Primary School pupils should know:** |
| That families are important for children growing up because they can give love, security and stability. |
| The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. |
| That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. |
| That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. |
| That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. |
| How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |

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| **Caring friendships; By the end of Primary School pupils should know:** |
| How important friendships are in making us feel happy and secure, and how people choose and make friends. |
| The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. |
| That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. |
| That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. |
| How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |

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| **Respectful relationships; By the end of Primary School pupils should know:** |
| The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. |
| Practical steps they can take in a range of different contexts to improve or support respectful relationships. |
| The conventions of courtesy and manners. |
| The importance of self-respect and how this links to their own happiness. |
| That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. |
| About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. |

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| **Online relationships; By end of Primary School pupils should know:** |
| That people sometimes behave differently online, including by pretending to be someone they are not. |
| That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. |
| The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. |
| How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. |
| How information and data is shared and used online. |

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| **Being safe; By end of Primary School pupils should know:** |
| What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). |
| About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. |
| That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. |
| How to 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. |

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| **Mental wellbeing; By end of Primary School pupils should know:** |
| 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. |
| 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. |