	EYFS	Relationships Education Physical health and mental well being
Statutory	Children at the expected	By the end of Primary children should know: By the end of Primary children should know:
Guidance	level of development will:	
	1. Show an	1. that families are important for children growing up because they can give love, 1. that mental wellbeing is a normal part of daily life, in the same way as physical
Relationships	understanding of their	security and stability. health.
Education,	own feelings and	2. the characteristics of healthy family life, commitment to each other, including in 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear,
Relationships	those of others and	times of difficulty, protection and care for children and other family members, the surprise, nervousness) and scale of emotions that all humans experience in relation
and Sex	begin to regulate their	importance of spending time together and sharing each other's lives. to different experiences and situations.
Education	behaviour	3. that others' families, either in school or in the wider world, sometimes look 3. how to recognise and talk about their emotions, including having a varied
(RSE) and	accordingly.	different from their family, but that they should respect those differences and vocabulary of words to use when talking about their own and others' feelings.
Health		know that other children's families are also characterised by love and care. 4. how to judge whether what they are feeling and how they are behaving is
Education	2. Set and work towards	4. that stable, caring relationships, which may be of different types, are at the heart appropriate and proportionate
	simple goals, being	of happy families, and are important for children's security as they grow up. 5. the benefits of physical exercise, time outdoors, community participation,
	able to wait for what	5. that marriage represents a formal and legally recognised commitment of two voluntary and service-based activity on mental wellbeing and happiness.
	they want and control	people to each other which is intended to be lifelong. 6. simple self-care techniques, including the importance of rest, time spent with
	their immediate	6. how to recognise if family relationships are making them feel unhappy or unsafe, friends and family and the benefits of hobbies and interests.
	impulses when	and how to seek help or advice from others if needed. 7. isolation and loneliness can affect children and that it is very important for children
	appropriate.	7. how important friendships are in making us feel happy and secure, and how to discuss their feelings with an adult and seek support.
	- F-F F	people choose and make friends. 8. that bullying (including cyberbullying) has a negative and often lasting impact on
	3. Give focused attention	8. the characteristics of friendships, including mutual respect, truthfulness, mental wellbeing.
	to what the teacher	trustworthiness, loyalty, kindness, generosity, trust, sharing interests and 9. where and how to seek support (including recognising the triggers for seeking
	says, responding	experiences and support with problems and difficulties. support), including whom in school they should speak to if they are worried about
	appropriately even	9. that healthy friendships are positive and welcoming towards others, and do not their own or someone else's mental wellbeing or ability to control their emotions
	when engaged in	make others feel lonely or excluded. (including issues arising online).
	activity, and show an	10. that most friendships have ups and downs, and that these can often be worked 10. it is common for people to experience mental ill health. For many people who do,
	ability to follow	through so that the friendship is repaired or even strengthened, and that resorting the problems can be resolved if the right support is made available, especially if
	instructions involving	to violence is never right.
	several ideas or	11. how to recognise who to trust and who not to trust, how to judge when a 11. that for most people the internet is an integral part of life and has many benefits.
	actions.	friendship is making them feel unhappy or uncomfortable, managing conflict, how 12. about the benefits of rationing time spent online, the risks of excessive time spent
		to manage these situations and how to seek help or advice from others, if needed.
	4. Be confident to try	12. the importance of respecting others, even when they are very different from them their own and others' mental and physical wellbeing.
	new activities and	(for example, physically, in character, personality or backgrounds), or make 13. how to consider the effect of their online actions on others and know how to
	show independence,	different choices or have different preferences or beliefs.
	resilience and	13. practical steps they can take in a range of different contexts to improve or support personal information private.
	perseverance in the	respectful relationships. 14. why social media, some computer games and online gaming, for example, are age
	face of challenge.	14. the conventions of courtesy and manners.
	,	15. the importance of self-respect and how this links to their own happiness. 15. that the internet can also be a negative place where online abuse, trolling, bullying
	5. Explain the reasons	16. that in school and in wider society they can expect to be treated with respect by and harassment can take place, which can have a negative impact on mental
	for rules, know right	others, and that in turn they should show due respect to others, including those in health.
	from wrong and try to	positions of authority. 16. how to be a discerning consumer of information online including understanding
	behave accordingly.	17. about different types of bullying (including cyberbullying), the impact of bullying, that information, including that from search engines, is ranked, selected and
	6. Manage their own	responsibilities of bystanders (primarily reporting bullying to an adult) and how to targeted.
	basic hygiene and	get help. 17. where and how to report concerns and get support with issues online.
	personal needs,	18. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 18. the characteristics and mental and physical benefits of an active lifestyle.
	including dressing,	19. the importance of permission-seeking and giving in relationships with friends, 19. the importance of building regular exercise into daily and weekly routines and how
	going to the toilet and	peers and adults.
	understanding the	20. that people sometimes behave differently online, including by pretending to be other forms of regular, vigorous exercise.
	importance of healthy	someone they are not. 20. the risks associated with an inactive lifestyle (including obesity).
	food choices.	21. that the same principles apply to online relationships as to face-to-face 21. how and when to seek support including which adults to speak to in school if they
	jood choices.	relationships, including the importance of respect for others online including when are worried about their health.
	7. Work and play	we are anonymous. 22. what constitutes a healthy diet (including understanding calories and other
	cooperatively and	22. the rules and principles for keeping safe online, how to recognise risks, harmful nutritional content).
	take turns with	<i>content and contact, and how to report them. 23. the principles of planning and preparing a range of healthy meals</i>
	others.	23. the principles of planning and preparing a range of neutry means
	others.	
		including awareness of the risks associated with people they have never met.

8. Form positive	24.	how information and data is shared and used online.	24.	the characteristics of a poor diet and risks associated with unhealthy eating
attachments to	25.	what sorts of boundaries are appropriate in friendships with peers and others		(including, for example, obesity and tooth decay) and other behaviours (e.g. the
adults and		(including in a digital context)		impact of alcohol on diet or health).
 friendships with	26.	about the concept of privacy and the implications of it for both children and adults;	25.	the facts about legal and illegal harmful substances and associated risks, including
peers		including that it is not always right to keep secrets if they relate to being safe.		smoking, alcohol use and drug-taking.
	27.	that each person's body belongs to them, and the differences between appropriate	26.	how to recognise early signs of physical illness, such as weight loss, or unexplained
9. Show sensitivity to		and inappropriate or unsafe physical, and other, contact.		changes to the body.
their own and to	28.	how to respond safely and appropriately to adults they may encounter (in all	27.	about safe and unsafe exposure to the sun, and how to reduce the risk of sun
others' needs.		contexts, including online) whom they do not know.		damage, including skin cancer.
	29.	how to recognise and report feelings of being unsafe or feeling bad about any	28.	the importance of sufficient good quality sleep for good health and that a lack of
		adult.		sleep can affect weight, mood and ability to learn.
	30.	how to ask for advice or help for themselves or others, and to keep trying until	29.	about dental health and the benefits of good oral hygiene and dental flossing,
		they are heard.		including regular check-ups at the dentist.
	31.	how to report concerns or abuse, and the vocabulary and confidence needed to do	30.	about personal hygiene and germs including bacteria, viruses, how they are spread
		so.		and treated, and the importance of handwashing.
	32.	where to get advice e.g. family, school and/or other sources.		the facts and science relating to allergies, immunisation and vaccination.
				how to make a clear and efficient call to emergency services if necessary.
			33.	concepts of basic first-aid, for example dealing with common injuries, including
			24	head injuries.
			54.	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
			25	about menstrual wellbeing including the key facts about the menstrual cycle.
			55.	about menstraal wendering inclaaling the key jacts about the menstraal cycle.

Certain statements are * to indicate that the school should consult with parents/carers and the wider community before they teach them. Below are the statutory statements that provide further information for your reference:

40. The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

41. All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

42. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

43. Many schools build a good relationship with parents on these subjects over time – for example by inviting parents into school to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. It is important through such processes to reach out to all parents, recognising that a range of approaches may be needed for doing so.

44. Many schools will have existing mechanisms in place to engage parents and should continue to draw on these as they respond to the new legal framework.

Statements highlighted are non-statutory

	By the end of the year, children should be able to							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Thinking Skills	Begin to share views	Share views respectfully	Show that they are actively	Identify big ideas in a	Empathise with how others	Show appreciation for the	Show an interest in the	
	Respectfully		listening and responding	stimulus and ask questions	are feeling/thinking about	comments of others i.e. that	progress of an enquiry	
		Give reasons for ideas with		related to these	something	is a really good point/that		
	Think about solutions to	evidence/ examples	Suggest what might happen			has made me think about	Show that they have	
	conflict.		if	Support and build on the	Encourage others to join in		extended their thinking	
		Agree and disagree		ideas of others	discussions	Question peers to support	beyond the PSHE session	
		respectfully.	Demonstrate how to build			progress in an enquiry		
			on others' ideas	Keep focussed on the matter	Draw upon evidence and		Evaluate a range of reasoned	
		Connect an idea to another		at hand	own experiences	Evaluate own evidence	conclusions	
		idea	Be an effective member in			offered and that offered by		
			small group tasks	Explain how ideas are linked	Suggest reasoned	others i.e. I think that	Identify assumptions and	
					conclusions	example is	evaluate their impact	
			Suggest different	Explore a range of different				
			possibilities/ideas	possibilities	Show a willingness to	Air feelings in a way that	Summarise the progress of	
					illustrate the ideas of others	supports the enquiry	an enquiry	
					with own experiences			
						Encourage others to	Suggest ways in which an	
					Identify associated concepts	contribute to an enquiry	enquiry might move to make	
					and explain their relevance		progress	
					and connections	Evaluate in some detail the		
						range of possibilities	Suggest and explain new and	
							novel ideas that build on the	
							ideas of others	

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			others		physical activity benefits	someone's identity		

			The importance of spending	bodies and feelings and that	How to set goals for	How to ask for help from a	
		How to raise the alarm if	time outdoors and how to	a lack of activity can affect	themselves as well as	trusted adult if they have	
		there is an accident and	keep safe in the sun	health and wellbeing	manage set-backs, learn	any worries or concerns	
		someone is hurt, including			from their mistakes and	about drugs	
		dialling 999 and what to say	How to recognise, name and	How to be active on a daily	reframe unhelpful thinking		
			describe a range of feelings	and weekly basis and how to		How people's online actions	
			as well as what helps them	make physical activity	Understand that rules,	can impact on other people	
			to feel good, or better if not	choices to support this - how	restrictions and laws exist to	how to keep safe online,	
			feeling good	to balance time online with	help people keep safe and	including managing requests	
				other activities	how to respond if they	for personal information and	
			How feelings can change	other detivities	become aware of a situation	recognising what is	
			based on different things/	How lack of sleep can affect	that is anti-social or against	appropriate to share or not	
			times and experiences and	the body and mood and	the law	share online and how to	
			that these are not the same	simple routines that support	the law		
						report concerns,	
			for each individual	good quality sleep			
			How feelings can affect				
			people in their bodies and				
			their behaviour				
			Understand there are ways				
			to manage a range of				
			feelings and the importance				
			of sharing them with				
			someone they trust				
			someone mey dust				
Relationships	Become more outgoing with	What they like/dislike and	Know how to make friends	Understand how wellbeing	Recognise how people's	To know about the different	That people have different
	unfamiliar people, in the	are good at	and recognise when they	can be supported by	behaviour affects	types of relationships people	kinds of relationships in their
	safe context of their setting.		feel lonely and what they	friendships and the	themselves and others,	have in their lives	lives, including romantic or
	(3-4)	What makes them special,	could do about it	importance of seeking	including online	have in their ives	intimate relationships*
	(5 4)	their personal features or		support if you are feeling		How friends and family	intimate relationships
	Show more confidence in	qualities and how everyone	Know what friendly	lonely or excluded	How to be polite and	communicate with each	That people who are
	new social situations. (3 -4)	has different strengths and	behaviour is and what	ionely of excluded	courteous in different	other and how the internet	attracted to and love each
	new social situations. (3 -4)			Learn strategies to include			
		qualities unique to them	makes you a good friend	Learn strategies to include	situations and recognise the	and social media can be	other can be of any gender,
	Play with one or more other	And the second state of the second seco	Kanada karata karata	children that are feeling	respectful behaviour they	used positively	ethnicity or faith *
	children, extending	What children have in	Know how to resolve	lonely and excluded as well	should receive in return		
	and elaborating play	common and how they are	arguments that can occur in	as how to spot those that		Knowing the difference	That adults can choose to be
	ideas (3– 4)	similar or different to others	friendships as well as how to	are	About the relationship	between contact with	part of a committed
			ask for help if particular		between rights and	someone online and face-to-	relationship or not, including
	Find solutions to conflicts	To use the correct names	friendships are making them	How to build healthy	responsibilities	face	marriage or civil partnership
	and rivalries. For example,	for the main parts of the	unhappy	friendships and identify			
	accepting that not everyone	body, including external		qualities that contribute to	That people have the right	How to recognise risk in	Understand that marriage is
	can be Spider-Man in the	genitalia; and that parts of	How their actions can affect	positive friendships	to privacy and how to	relation to friendships and	a choice and should be
	game, and suggesting other	bodies covered with	people's feelings		recognise when a	keeping safe	wanted equally by both
	ideas. (3 – 4)	underwear are private*		Recognise that sometimes	confidence or secret should		people and that forcing
			How to ask for and give/not	friendships have difficulties	or should not be kept	Understand the key stages	someone to marry against
	Develop appropriate ways of	That family is one of the	give permission regarding	and identify how to manage	(shared with a trusted adult)	to the human life cycle	their will is a crime*
	being assertive. (3 – 4)	groups they belong to, as	physical contact and how to	problems or arguments and		including menstruation,	
		well as, for example, school,	respond if physical contact	resolve problems or	That everyone should feel	ejaculation, emotions and	How puberty relates to
	Talk with others to solve	friends, clubs	makes them uncomfortable	differences of opinion	included, respected and be	feelings	growing from childhood to
	conflicts. (3 – 4)		or unsafe		aware of the process of		adulthood
		That there are different		How to recognise and get	stereotyping; how to	How to recognise and ask	
	Talk about their feelings	people in the family they	Why calling others names,	support if a friendship is	respond if they witness or	for help or advice if puberty	About the reproductive
	using words like 'happy',	belong to	teasing, bullying and	making you feel unhappy,	experience exclusion,	worries me.	organs and process - how
	G	5	excluding children	unhealthy or unsafe	disrespect or discrimination		babies are conceived and
	1						

	'sad', 'angry' or 'worried'. (3– 4) Understand gradually how others might be feeling (3 – 4) Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge	How their family members, or people they feel are special, act to make them feel loved and cared for Understand what makes families the same and what makes them different, e.g features of family life, including what families do / enjoy together That it is important to tell someone (such as a trusted adult in school) if something about their family makes them feel unhappy or worried	deliberately is unacceptable and how to respond if this happens in different situations How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so	That families don't all have the same structure* That positive family life often includes shared experiences, e.g. celebrations, special days or holidays How people within families should care for each other and the different ways they demonstrate this How to recognise and ask for help or advice if family relationships are making them feel unhappy, worried or unsafe	How to recognise and respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concern	Recognise the types of content (including images) that are safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family How to recognise and respond if a friendship is making them feel worried, unsafe or uncomfortable How to recognise inappropriate pressure, contact or concerns about personal safety and how to respond to his by asking for help and advice	born and how they need to be cared for* How growing up and becoming more independent comes with increased opportunities and responsibilities That friendships may change as they grow and how to manage this How to manage changes such as: including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing
Living in the Wider World	Develop their sense of responsibility and membership of a community. (3 – 4) See themselves as a valuable individual. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally Think about the perspectives of others.	What money is, how it is obtained and that is comes in multiple forms How to make choices about spending money, saving money and how to keep it safe The difference between what we need and what we want How behaviour, both kind and unkind, can affect others; how to be polite and courteous; how to play and work co-operatively That they have responsibilities both in and out of the classroom That both people and animals need to be cared for That they and others can help care for the environment and what can harm it both locally and globally	The importance of having a job to help people earn money to pay for things they need and want How people have different skills and interests that enable them to do different jobs About a variety of different jobs, including those done by people they know or people who work in their community How the internet and digital devices helps people do their jobs and carry out their everyday lives	That they belong to different groups and communities outside of your immediate family What makes a community diverse; how the local/wider community around the school is made up of different groups How recognising and valuing the contributions of others helps everyone within the community feel included How to be respectful towards people who live different lives than they do	How there is a collective responsibility to help protect the world around us How the environment can be effected by the everyday choices that we make, including what we choose to buy or spend money on The skills and vocabulary needed to share their thoughts, ideas and opinions in discussion about topical issues How to show care and concern for both people and animals	What influences peoples' decisions when spending or saving money and how people keep track of their money To recognise that there are risks inherent in gambling, the impact that these can have and why people still do it Understanding the different choices and options people have to pay for things How to understand whether things are value for money and what this means to different people That money can be won, lost or stolen and that money can affect people's feelings and emotions There are a broad range of different jobs and people often have more than one during their careers and over their lifetime There are skills, attributes, qualifications and training needed for different jobs	How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions That not everything should be shared online or social media and that there are rules about this, including the distribution of images That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions How text and images can be manipulated or invented as well as strategies to recognise this To evaluate the reliability of how different types of online content and media To recognise and respond to unsafe or suspicious content online How information is tailored to meet the interests of individuals and groups, and

		and some are paid more than others (including unpaid voluntary work) People's choice of a career/job is influenced by interests, skills and pay and there are different ways into them such college, apprentices and university How to question and challenge stereotypes about the types of jobs people can do	how it can be used to influence them How to recognise whether content they view online is age appropriate and make decision based on this How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
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