

Relationships & Health Education – Primary

Name of school	Moorside Primary Academy
Staff member(s) responsible	Andrea Charlton
Date of latest parental consultation	September 2024
Date of latest student voice	November 2024

Teachers who will be delivering relationships, sex and health education are outlined below:

Name	Job Title
Holly McMullen	Class teacher
Kelsey Taylor	Class teacher
Victoria Lithgow	Class teacher
Emma Heckles	Class teacher

Relationship education content per year group:

EYFS	Reception
Understand that some families are different from theirs, but these families also love and care for one another. Describe different feelings and use this skill to manage relationships. Recognise that we are unique; Recognise that there are differences and similarities between themselves; Celebrate their friends and include them.	Talk about similarities and differences; Name special people in their lives; Describe different feelings. Identify who can help if they are sad, worried or scared; Identify ways to help others or themselves if they are sad or worried. Be sensitive towards others and celebrate what makes each person unique; Recognise that we can have things in common with others; Use speaking and listening skills to learn about the lives of their peers; Know the importance of

	showing care and kindness towards others; Understand that they can make a difference; Identify how they can care for their home, school and special people.
Year 1	Year 2
Learn about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers Know the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. Learn about the importance of telling someone — and how to tell them — if they are worried about something in their family. Know about situations when someone's body or feelings might be hurt and whom to go to for help Learn about what it means to keep something private, including parts of the body that are private To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) To know how to respond if being touched makes them feel uncomfortable or unsafe Know when it is important to ask for permission to touch others how to ask for and give/not give permission. Know what kind and unkind behaviour mean in and out school Know how kind and unkind behaviour can make people feel Learn about what respect means Learn about class rules, being polite to others, sharing and taking turns.	Learn how to be a good friend, e.g. kindness, listening and honesty about different ways that people meet and make friends strategies for positive play with friends, e.g. joining in, including others, etc. Learn about what causes arguments between friends Know how to positively resolve arguments between friends how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else. To know how to recognise hurtful behaviour, including online Learn what to do and whom to tell if they see or experience hurtful behaviour, including online To know about what bullying is and different types of bullying To know how someone may feel if they are being bullied Learn about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help Learn how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use. Know about the things they have in common with their friends, classmates, and other people Know how friends can have both similarities and differences Learn how to play and work cooperatively in different groups and situations Know how to share their ideas and listen to

	others, take part in discussions, and give reasons for their views.
Year 3	Year 4
To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents Know that being part of a family provides support, stability and love Learn about the positive aspects of being part of a family, such as spending time together and caring for each other Know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty To identify if/when something in a family might make someone upset or worried Know what to do and whom to tell if family relationships are making them feel unhappy or unsafe. Know what is appropriate to share with friends, classmates, family and wider social groups including online Learn about what privacy and personal boundaries are, including online Know basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision Learn that bullying and hurtful behaviour is unacceptable in any situation Know about the effects and consequences of bullying for the people involved Know about bullying online, and the similarities and differences to face-to-face bullying Learn what to do and whom to tell if they see or experience bullying or hurtful behaviour. To recognise respectful behaviours e.g. helping or including others, being responsible Know how to model respectful behaviour in different situations e.g. at home, at school, online Learn the importance of self-respect and their right	about the features of positive healthy friendships such as mutual respect, trust and sharing interests strategies to build positive friendships how to seek support with relationships if they feel lonely or excluded how to communicate respectfully with friends when using digital devices how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know what to do or whom to tell if they are worried about any contact online. To differentiate between playful teasing, hurtful behaviour and bullying, including online Know how to respond if they witness or experience hurtful behaviour or bullying, including online To recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable Learn how to manage pressures associated with dares Know when it is right to keep or break a confidence or share a secret Know how to recognise risks online such as harmful content or contact Know that people may behave differently online including pretending to be someone they are not Learn how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online. To recognise differences between people such as gender, race, faith. To recognise what they have in common with others e.g. shared values, likes and

to be treated respectfully by others Know what it means to treat others, and be treated, politely the ways in which people show respect and courtesy in different cultures and in wider society.	dislikes, aspirations Know about the importance of respecting the differences and similarities between people Develop a vocabulary to sensitively discuss difference and include everyone.
Year 5	Year 6
Know what makes a healthy friendship and how they make people feel included strategies to help someone feel included Learn about peer influence and how it can make people feel or behave Know the impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication Know that it is common for friendships to experience challenges Learn strategies to positively resolve disputes and reconcile differences in friendships that friendships can change over time and the benefits of having new and different types of friends Know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable Know when and how to seek support in relation to friendships. To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations Know how to ask for, give and not give permission for physical contact Know how it feels in a person's mind and body when they are uncomfortable Recognise that it is never someone's fault if they have experienced unacceptable contact Know how to respond to unwanted or unacceptable physical contact Know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are	Know what it means to be attracted to someone and different kinds of loving relationships Learn that people who love each other can be of any gender, ethnicity or faith the difference between gender identity and sexual orientation and everyone's right to be loved Know about the qualities of healthy relationships that help individuals flourish Learn ways in which couples show their love and commitment to one another, including those who are not married or who live apart what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults Know that people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal Know how and where to report forced marriage or ask for help if they are worried. To compare the features of a healthy and unhealthy friendship Learn about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong Know strategies to respond to pressure from friends including online Learn how to assess the risk of different online 'challenges' and 'dares' Know how to recognise and respond to pressure from others to do something unsafe or that

worried about whom to tell if they are concerned about unwanted physical contact. To recognise that everyone should be treated equally Know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own Know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment Know the impact of discrimination on individuals, groups and wider society Learn ways to safely challenge discrimination Know how to report discrimination online.	makes them feel worried or uncomfortable Know how to get advice and report concerns about personal safety, including online Know what consent means and how to seek and give/not give permission in different situations. Learn about the link between values and behaviour and how to be a positive role model Know how to discuss issues respectfully. Learn how to listen to and respect other points of view Know how to constructively challenge points of view they disagree with Know ways to participate effectively in discussions online and manage conflict or disagreements.
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Health education content per year group:

EYFS	Reception
Learn about taking ownership of their own health; Describe ways in which they can help others and why they would do so; Talk about healthy choices and activities; Develop resilience and persistence in their learning; To work cooperatively with others when faced with a challenge.	Talk about how to keep their bodies healthy and safe; Name ways to stay safe around medicines; Know how to stay safe in their home, classroom and outside; Name adults in their lives and those in their community who keep them safe. Understand that they can make healthy choices; Name and recognise how healthy choices can keep us well.
Year 1	Year 2
Know what it means to be healthy and why it is important Know ways to take care of themselves on a daily basis Know about basic hygiene routines, e.g. hand washing Know about healthy and unhealthy foods, including sugar intake	Learn about routines and habits for maintaining good physical and mental health Know why sleep and rest are important for growing and keeping healthy Know that medicines, including vaccinations and immunisations, can help

Know about physical activity and how it keeps people healthy Learn about different types of play, including balancing indoor, outdoor and screen-based play Learn about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors Know how to keep safe in the sun.	people stay healthy and manage allergies Know the importance of, and routines for, brushing teeth and visiting the dentist Learn about food and drink that affect dental health Know how to describe and share a range of feelings Know ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others Learn how to manage big feelings including those associated with change, loss and bereavement Know when and how to ask for help, and how to help others, with their feelings.
Year 3	Year 4
Learn about the choices that people make in daily life that could affect their health To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) Understand what can help people to make healthy choices and what might negatively influence them Learn about habits and that sometimes they can be maintained, changed or stopped Know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle Understand what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally Know that regular exercise such as walking or cycling has positive benefits for their mental and physical health Learn about the things that affect feelings both positively and negatively Identify strategies to identify and talk about their feelings Know about some of the different ways people express feelings e.g. words, actions, body language To recognise how	To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally Know what good physical health means and how to recognise early signs of physical illness Understand that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary Know how to maintain oral hygiene and dental health, including how to brush and floss correctly Know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health.

feelings can change overtime and become more or less powerful.	
Year 5	Year 6
Understand how sleep contributes to a healthy lifestyle Know healthy sleep strategies and how to maintain them Learn about the benefits of being outdoors and in the sun for physical and mental health Know how to manage risk in relation to sun exposure, including skin damage and heat stroke Know how medicines can contribute to health and how allergies can be managed Know that some diseases can be prevented by vaccinations and immunisations Learn that bacteria and viruses can affect health Know how they can prevent the spread of bacteria and viruses with everyday hygiene routines To recognise the shared responsibility of keeping a clean environment.	Know that mental health is just as important as physical health and that both need looking after To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support Know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing Know positive strategies for managing feelings Understand that there are situations when someone may experience mixed or conflicting feelings Know how feelings can often be helpful, whilst recognising that they sometimes need to be overcome To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available To identify where they and others can ask for help and support with mental wellbeing in and outside school Know the importance of asking for support from a trusted adult Know about the changes that may occur in life including death, and how these can cause conflicting feelings Know that changes can mean people experience feelings of loss or grief Learn about the process of grieving and how grief can be expressed Learn about strategies that can help someone cope with the feelings associated with change or loss To identify how to ask for help and support with loss, grief or other aspects of change Know how balancing time online with other activities helps to maintain their health and wellbeing Understand strategies to manage time spent online and foster

	positive habits e.g. switching phone off at night Know what to do and whom to tell if they are frightened or worried about something they have seen online.
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If N/A please leave blank.

Sex Education content per year group:

EYFS	Reception
Talk about change in the environment; Describe the changes in babies, young animals and plants as they grow; Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.	Understand that there are changes in nature and humans; Name the different stages in childhood and growing up; Understand that babies are made by a man and a woman; Use the correct vocabulary when naming the different parts of the body; Know how to keep themselves safe.
Year 1	Year 2
To recognise what makes them special and unique including their likes, dislikes and what they are good at Know how to manage and whom to tell when finding things difficult, or when things go wrong Understand how they are the same and different to others Know about different kinds of feelings Learn how to recognise feelings in themselves and others Know how feelings can affect how people behave.	Learn about the human life cycle and how people grow from young to old Know how our needs and bodies change as we grow up To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) Learn about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year.
Year 3	Year 4
Understand that everyone is an individual and has unique and valuable contributions to make To recognise how strengths and interests form part of a person's identity Know how to identify their own personal strengths and interests and what they're proud of (in school, out of school) To recognise common challenges to self -worth e.g. finding	Know how to identify external genitalia and reproductive organs Know the importance of personal hygiene routines during puberty including washing regularly and using deodorant Know how to discuss the challenges of puberty with a trusted adult Know how to get information, help and advice about puberty.

school work difficult, friendship issues basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again.	
Year 5	Year 6
Learn about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes To know how to recognise, respect and express their individuality and personal qualities To know ways to boost their mood and improve emotional wellbeing To know about the link between participating in interests, hobbies and community groups and mental wellbeing Know about the physical and emotional changes during puberty Understand key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams Develop strategies to manage the changes during puberty including menstruation.	To recognise some of the changes as they grow up e.g. increasing independence Learn about what being more independent might be like, including how it may feel Develop confidence in the transition to secondary school and how this may affect their feelings Learn about how relationships may change as they grow up or move to secondary school Develop practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school Identify the links between love, committed relationships and conception To know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb Learn about the responsibilities of being a parent or carer and how having a baby changes someone's life.

Right to withdraw:

If you would like to discuss any the option to withdraw your child from receiving any of the curriculum content, please contact the school office.

Please see below a useful document produced by the government, which provides answers to frequently asked questions:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs)

