



## Relationships and Health Education

The table below details the links to the Department for Education statutory units that the example lessons cover from each year group cover.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

<b>Reception</b>	
<b>Lesson Title</b>	<b>Department for Education Statutory Links</b>
Me and my special people	<p><u>Families and people who care for me</u></p> <ul style="list-style-type: none"> <li>- That families are important for children growing up because they can give love, security and stability.</li> <li>- 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.</li> <li>- 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.</li> </ul> <p><u>Caring Friendships</u></p> <ul style="list-style-type: none"> <li>- How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul> <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- 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</li> </ul>
Same and different	<p><u>Caring Friendships</u></p> <ul style="list-style-type: none"> <li>- How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul> <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- The importance of self-respect and how this links to their own happiness.</li> <li>- 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.</li> </ul> <p><u>Being Safe</u></p>



	<ul style="list-style-type: none"> <li>- How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul> <p><u>Mental Wellbeing</u></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>
What's safe to go onto my body?	<p><u>Being Safe</u></p> <ul style="list-style-type: none"> <li>- How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul> <p><u>Mental Wellbeing</u></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><u>Health and Prevention</u></p> <ul style="list-style-type: none"> <li>- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>
Being helpful at home and caring for our classroom	<p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>- The conventions of courtesy and manners.</li> </ul>
Move your body	<p><u>Physical Health and Fitness</u></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><u>Healthy Eating</u></p> <ul style="list-style-type: none"> <li>- What constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul> <p><u>Health and Prevention</u></p> <ul style="list-style-type: none"> <li>- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>
Getting bigger	<p><u>Families and people who care for me</u></p> <ul style="list-style-type: none"> <li>- That families are important for children growing up because they can give love, security and stability.</li> <li>- 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.</li> </ul>



- 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.

Respectful Relationships

- 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.

Healthy Eating

- 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).

Health and Prevention

- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

Changing Adolescent Body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.



Year One	
Lesson Title	Department for Education Statutory Links
Feelings and bodies	<p><u>Mental Wellbeing</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>
Unkind, tease or bully?	<p><u>Caring Friendships</u></p> <ul style="list-style-type: none"> <li>- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>- 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.</li> </ul> <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul> <p><u>Mental Wellbeing</u></p> <ul style="list-style-type: none"> <li>- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>
Good or bad touches?	<p><u>Families and People who care for me</u></p> <ul style="list-style-type: none"> <li>- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p><u>Being Safe</u></p> <ul style="list-style-type: none"> <li>- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>



	<ul style="list-style-type: none"> <li>- 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.</li> <li>- How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>- How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>- Where to get advice e.g. family, school and/or other sources.</li> </ul>
Harold's wash up and brush up	<p><u>Health and Prevention</u></p> <ul style="list-style-type: none"> <li>- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>
I can eat a rainbow	<p><u>Healthy Eating</u></p> <ul style="list-style-type: none"> <li>- What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>- The principles of planning and preparing a range of healthy meals.</li> <li>- 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).</li> </ul>
Surprises and secrets	<p><u>Families and People who care for me</u></p> <ul style="list-style-type: none"> <li>- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><u>Caring Friendships</u></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> <p><u>Being Safe</u></p> <ul style="list-style-type: none"> <li>- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>- 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.</li> <li>- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>- How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>- How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>- How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>- Where to get advice e.g. family, school and/or other sources.</li> </ul>





Year Two	
Lesson Title	Department for Education Statutory Links
Our ideal classroom	<u>Respectful Relationships</u> <ul style="list-style-type: none"> <li>- Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>
What makes us who we are?	<u>Respectful Relationships</u> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>
I don't like that!	<u>Respectful Relationships</u> <ul style="list-style-type: none"> <li>- The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <u>Being Safe</u> <ul style="list-style-type: none"> <li>- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul> <u>Mental Wellbeing</u> <ul style="list-style-type: none"> <li>- 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.</li> </ul>
Getting on with others	<u>Caring Friendships</u> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <u>Respectful Relationships</u> <ul style="list-style-type: none"> <li>- The conventions of courtesy and manners.</li> <li>- 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.</li> <li>- 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.</li> </ul>
My body needs...	<u>Physical Health and Fitness</u> <ul style="list-style-type: none"> <li>- The characteristics and mental and physical benefits of an active lifestyle.</li> </ul> <u>Healthy Eating</u> <ul style="list-style-type: none"> <li>- What constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>



	<p><u>Health and Prevention</u></p> <ul style="list-style-type: none"><li>- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li></ul>
Haven't you grown!	<p><u>Changing Adolescent Body</u></p> <ul style="list-style-type: none"><li>- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li></ul>
My body, your body	<p><u>Changing Adolescent Body</u></p> <ul style="list-style-type: none"><li>- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li></ul> <p><u>Being Safe</u></p> <ul style="list-style-type: none"><li>- 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.</li></ul>





Year Three	
Lesson Title	Department for Education Statutory Links
My special pet	<p><u>Mental Wellbeing</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>
Family and friends	<p><u>Families and people who care for me</u></p> <ul style="list-style-type: none"> <li>- That families are important for children growing up because they can give love, security and stability.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul> <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>
Alcohol and cigarettes: the facts	<p><u>Healthy Eating</u></p> <ul style="list-style-type: none"> <li>- 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).</li> </ul> <p><u>Drugs, Alcohol and Tobacco</u></p> <ul style="list-style-type: none"> <li>- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
Our helpful volunteers	<p><u>Mental Wellbeing</u></p> <ul style="list-style-type: none"> <li>- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>
For or against?	<p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>- The conventions of courtesy and manners</li> </ul>
Relationship Tree	<p><u>Caring Friendships</u></p>



	<ul style="list-style-type: none"><li>- How important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>- 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.</li></ul> <p><u>Online Relationships</u></p> <ul style="list-style-type: none"><li>- 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.</li></ul>
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Year Four	
Lesson Title	Department for Education Statutory Links
Under pressure	<p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul> <p><u>Mental Wellbeing</u></p> <ul style="list-style-type: none"> <li>- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul> <p><u>Internet Safety and Harms</u></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>
That is such a stereotype!	<p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul> <p><u>Online Relationships</u></p> <ul style="list-style-type: none"> <li>- How information and data is shared and used online.</li> </ul> <p><u>Internet Safety and Harms</u></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>
Picture Wise	<p><u>Online Relationships</u></p> <ul style="list-style-type: none"> <li>- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>- How information and data is shared and used online.</li> </ul> <p><u>Internet Safety and Harms</u></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>
In the news!	<p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- The conventions of courtesy and manners.</li> </ul> <p><u>Online Relationships</u></p> <ul style="list-style-type: none"> <li>- How information and data is shared and used online.</li> </ul> <p><u>Internet Safety and Harms</u></p>



	<ul style="list-style-type: none"><li>- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li><li>- Where and how to report concerns and get support with issues online.</li></ul>
What makes me ME!	<u>Respectful Relationships</u> <ul style="list-style-type: none"><li>- 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.</li><li>- Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>- The importance of self-respect and how this links to their own happiness.</li></ul>
My changing body Preparing for periods	<u>Changing Adolescent Body</u> <ul style="list-style-type: none"><li>- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>- About menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>



Year Five	
Lesson Title	Department for Education Statutory Links
Our emotional needs	<p><u>Mental Wellbeing</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>- 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).</li> </ul>
The land of the Red People	<p><u>Families and People who care for me</u></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><u>Caring Friendships</u></p> <ul style="list-style-type: none"> <li>- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul> <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>- The importance of self-respect and how this links to their own happiness.</li> <li>- 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.</li> </ul>
Play, like, share	<p><u>Online Relationships</u></p> <ul style="list-style-type: none"> <li>- That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>- 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.</li> <li>- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>- How information and data is shared and used online.</li> </ul>



	<p><u>Being Safe</u></p> <ul style="list-style-type: none"> <li>- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul> <p><u>Internet Safety and Harms</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Where and how to report concerns and get support with issues online.</li> </ul>
What's the story?	<p><u>Internet Safety and Harms</u></p> <ul style="list-style-type: none"> <li>- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul> <p><u>Physical Health and Fitness</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- The risks associated with an inactive lifestyle (including obesity).</li> </ul> <p><u>Healthy Eating</u></p> <ul style="list-style-type: none"> <li>- What constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>
Star qualities?	<p><u>Internet Safety and Harms</u></p> <ul style="list-style-type: none"> <li>- Why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>
Changing bodies and feelings	<p><u>Changing Adolescent Body</u></p> <ul style="list-style-type: none"> <li>- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> </ul>
Growing up and changing bodies	<p><u>Families and people who care for me</u></p> <ul style="list-style-type: none"> <li>- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p><u>Being Safe</u></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>



	<ul style="list-style-type: none"><li>- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li></ul> <p><u>Changing Adolescent Body</u></p> <ul style="list-style-type: none"><li>- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>- About menstrual wellbeing including the key facts about the menstrual cycle.</li></ul> <p><u>Science: Year 5 Programme of Study</u></p> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"><li>- Pupils should be taught to describe the changes as humans develop to old age. They should learn about the changes experienced in puberty.</li></ul>
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Year Six	
Lesson Title	Department for Education Statutory Links
Don't force me!	<p><u>Families and people who care for me</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p><u>Being Safe</u></p> <ul style="list-style-type: none"> <li>- How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>
Boys will be boys? Challenging gender stereotypes	<p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>- 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.</li> <li>- What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul> <p><u>Internet Safety and Harms</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>





<p>Alcohol: what's normal?</p>	<p><u>Healthy Eating</u></p> <ul style="list-style-type: none"> <li>- 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).</li> </ul> <p><u>Drugs, Alcohol and Tobacco</u></p> <ul style="list-style-type: none"> <li>- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<p>What sort of drug is...?</p>	<p><u>Healthy Eating</u></p> <ul style="list-style-type: none"> <li>- 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).</li> </ul> <p><u>Drugs, Alcohol and Tobacco</u></p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><u>Science: Year 6 Programmes of Study</u></p> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>- Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</li> </ul>
<p>Fakebook Friends</p>	<p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p><u>Online Relationships</u></p> <ul style="list-style-type: none"> <li>- That people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul> <p><u>Mental Wellbeing</u></p> <ul style="list-style-type: none"> <li>- That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul> <p><u>Internet Safety and Harms</u></p> <ul style="list-style-type: none"> <li>- Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>
<p>What's the risk?</p>	<p><u>Caring Friendships</u></p> <ul style="list-style-type: none"> <li>- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>



	<ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- The importance of self-respect and how this links to their own happiness.</li> <li>- 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.</li> </ul> <p><u>Being Safe</u></p> <ul style="list-style-type: none"> <li>- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul> <p><u>Drugs, Alcohol and Tobacco</u></p> <ul style="list-style-type: none"> <li>- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Is this normal?	<p><u>Respectful Relationships</u></p> <ul style="list-style-type: none"> <li>- 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</li> </ul> <p><u>Being Safe</u></p> <ul style="list-style-type: none"> <li>- How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul> <p><u>Changing Adolescent Body</u></p> <ul style="list-style-type: none"> <li>- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>- About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
Making babies	<p><u>Families and People who care for me</u></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul> <p><u>Being Safe</u></p> <ul style="list-style-type: none"> <li>- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>- How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>- How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>



- Where to get advice e.g. family, school and/or other sources.

#### Changing Adolescent Bodies

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

#### Science Programmes of Study: Year Five

##### Living things and their habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

#### Science Programmes of Study: Year Five

##### Animals including humans

- Describe the changes as humans develop from birth to old age.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

#### Science Programmes of Study: Year Six

##### Evolution and inheritance

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.