

Spring Meadow Primary and 'School House' Nursery



Relationships, Sex and Health Education (RSHE) Curriculum Overview

Relationships, Sex and Health Education

Purpose of study

A high-quality Relationships, Sex and Health Education (RSHE) will enable pupils to understand the foundations of positive relationships and the importance of emotional and physical wellbeing. Through engaging in RSHE, pupils will learn about relationships, friendships and family and how differences should be respected. They will be able to identify those around them that can offer support as they grow and develop. Our relationships, sex and health education will be built on kindness, consideration and respect for ourselves and others. Pupils will be taught the importance of honesty, about seeking and giving permission (consent) and about personal privacy. They will be taught the skills needed to establish personal space and boundaries and to recognise inappropriate and unsafe physical contact. The RSHE curriculum will enable pupils to apply the principles of positive relationships to an online setting, placing importance on kindness and respect even when we are anonymous. Pupils will learn how to stay safe in an online world where they are faced with misleading information, trolls and images that often don't reflect reality. Through RSHE children will be taught about positive emotional and mental wellbeing and how relationships can support this. They will be taught the skills needed to live and take responsibility for a healthy and balanced lifestyle, learning that mental wellbeing is as important as physical wellbeing. Pupils will learn how their bodies and emotions change as they enter puberty and how to manage these changes.

Aims

'Friendship is born at the moment when one person says to another: What! You too? I thought I was the only one' - C.S Lewis

The school relationships, sex and health curriculum aims to ensure that all pupils:

- Develop the confidence to think about, listen to and discuss feelings and relationships.
- Are given the skills and understanding to recognise healthy friendships and relationships.
- Understand the concept of privacy, boundaries, consent and respect.
- Identify their support networks and who they can go to for help and advice.
- Apply the skills they have learnt to online settings and online relationships.
- Are equipped with the correct vocabulary to describe themselves and their bodies.
- Are prepared for puberty and the changes that happen during puberty.
- Have the skills to lead a healthy lifestyle both physically and emotionally.

- Recognise that emotional wellbeing is of equal importance to physical wellbeing.

Organisation

From September 2020 all primary schools in England are required to teach RSHE. Relationships, Sex and Health Education will be taught in an age appropriate and sensitive way and consideration needs to be given to the existing knowledge of pupils and their personal circumstances. Consideration also needs to be given to local issues as it may mean that additional content needs to be taught to address these concerns. It should be remembered that it is better for children to have considered issues in the safe learning environment of the classroom before they experience them in real life. The nature of RSHE means that some topics will potentially be sensitive for children and their parents/carers. Knowing about any sensitivities children in your class may have is important when planning and delivering these lessons. Even if you know the children really well there is still the likelihood that disclosures can occur during or after a RSHE lesson, any safeguarding concerns should be reported immediately. It is important to establish a safe environment when teaching RSHE and ground rules may need to be established prior to teaching. Take time to consider your own thoughts and feelings as you need to be prepared for any questions the children may ask.

At least two RSHE lessons/discussions should be taught per half term.

Progression

Aspect	Nursery	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family	Identify their key person in school (teaching staff) and outside of school (parents/carers)	Understand what a family is and identify members of their family.	Understand that families can include a range of people and how different members of a family are related to each other	Learn that families can be made up of different people. Understand that families offer care, love and support.	Learn that problems can occur in families and that there is help available if needed.	Understand that families are varied, in the UK and across the world and having respect for these differences.	Learn that we all have different positive attributes and we should be proud of these. Learn what marriage is and that it is a	Learn that sometimes families can make children feel unhappy or unsafe and that there is help available.

							choice and commitment that people make.	
Friendships	Develop friendships with other children	Begin to understand the characteristics of positive friendships.	Learn that friendships can have problems but that these can be overcome. Explore friendly behaviours.	Understand difficulties in friendships and actions that can be taken to overcome them.	Explore ways to resolve friendship problems. Develop an understanding of the impact of bullying and what to do if bullying occurs.	Explore physical and emotional boundaries in friendships. Explore different roles related to bullying including victim, bully and bystander.	Understand that friendships will encounter issues but that this may strengthen them. Understand the impact of bullying and what influences the behaviour of a bully.	Learn that friendships can experience conflict and ways in which to resolve conflict, through negotiation and compromise.
Respectful Relationships	Begin to show “effortful” control	Identify different feelings and emotions. Learn how to take turns and share.	Learn to recognise how other people show their feelings and how to care for others. Explore the ability to successfully work with	Learn how people show their feelings and how to respond to them. Explore the conventions of manners in different situations.	Understand what trust is and identify who I can trust. Learn about the effects of non-verbal communication.	Understand expected courtesy and manners in a range of scenarios. Understand how my actions and behaviour affect others.	Learn how stereotypes can be unfair, negative and destructive.	Learn what respect is and that it is part of a relationship. Understand that everyone deserves to be respected but that respect can be lost.

			different people. Understand ways to help others.	Develop an understanding of self-respect.	Develop listening skills. Explore stereotyping.	Understand stereotyping.		Understand how respect is linked to bullying and stereotyping.
Physical Health and Wellbeing	Manage their own needs including personal hygiene	Begin to explore healthy foods. Understand the importance of hand hygiene.	Explore health related jobs and people who help to keep us healthy. Understand the importance of sleep and positive sleep habits. Understand the risks of sun exposure and how to stay safe in the sun.	Develop an understanding of how to look after my teeth. Understand the importance of exercise and the effect on the body.	Develop the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. Understand the positive impact of relaxation. Understand what a balanced diet is and the effects upon mental and physical health.	Develop independence in looking after my teeth. Identify what makes me feel calm and relaxed.	Understand the benefits of sleep and developing greater responsibility for ensuring good quality sleep. Understand the relationship between stress and relaxation.	Understand ways of preventing illness and the benefits of immunisation. Understand that I have the responsibility to look after my overall health including diet, oral hygiene, physical activity, rest and relaxation.
Mental Health and Wellbeing	To show a range of emotions.	Identify feelings and emotions.	Understand my strengths and my qualities.	Recognise an increasing range of feelings and some	Explore my identity through the groups I belong to.	Understand that it is normal to experience a	Understand what can cause stress and how to deal with it.	Explore my personal qualities and how to build on them.

			<p>Understand and describe feelings and emotions.</p>	<p>strategies for managing different emotions.</p> <p>Develop empathy.</p> <p>Identify personal goals and how to work towards them.</p> <p>Explore the need for perseverance and developing a growth mindset.</p>	<p>Identify my strengths and explore how I use them to help others.</p> <p>Understand how to overcome problems by breaking them into smaller, achievable steps.</p>	<p>range of emotions.</p> <p>Develop the ability to appreciate the emotions of others in different situations.</p> <p>Learn to take responsibility for my emotions and that I can control things but not others.</p> <p>Develop a growth mindset, acknowledging that mistakes are useful to learning.</p>	<p>Explore ways to achieve a goal, setting short term, medium term and long term targets.</p> <p>Develop the ability to take responsibility for and manage my feelings.</p> <p>Identify how failure can make me feel, learning to manage those feelings and that failure is an important part of success.</p>	<p>Learn the importance of resilience and developing strategies for being resilient in challenging situations.</p> <p>Identify long term goals and develop a plan as to how to achieve them.</p>
Being Safe (including online)		Understand what to do if I get lost.	Understand how to respond to adults in a	Develop an understanding of being safe near roads and learning	Explore that people and things can influence me and I need to	Understand the risks associated with tobacco.	Learn strategies I can use to overcome	Understand the risks associated with alcohol and drugs.

		<p>Identify people who are here to keep me safe.</p> <p>Identify outer body parts.</p> <p>Identify what body parts are private.</p>	<p>range of settings.</p> <p>Explore potential hazards in the home and how to avoid these.</p> <p>Explore what is and isn't safe to put in or on my body.</p> <p>Develop an understanding of appropriate physical contact.</p>	<p>how to cross the road safely.</p> <p>Understand the safe use of medicines.</p> <p>Begin to understand the importance of staying safe online.</p> <p>Understand the difference between secrets and surprises.</p> <p>Understand the concept of privacy and name the private parts of the body.</p>	<p>make the right decision for me.</p> <p>Develop skills as a responsible digital citizen.</p> <p>Learn how to recognise and respond to cyberbullying.</p> <p>Begin to recognise unsafe digital content.</p>	<p>Develop an understanding of being safe online.</p> <p>Understand how to seek help if I need to.</p> <p>Explore the difference between private and public.</p> <p>Understand that age restrictions are designed to protect me.</p> <p>Learn about the benefits and risks of sharing information online.</p> <p>Understand that I have the right to protect my</p>	<p>pressure from others.</p> <p>Develop an understanding of how to ensure relationships online are safe.</p> <p>Recognise an increasing number of online risks and ways to stay safe online.</p> <p>Know how to ask for help for myself and others and not to give up until I am heard.</p>	<p>Develop an understanding about the reliability of online information.</p> <p>Explore online relationships including dealing with problems.</p> <p>Understand that online relationships should be treated in the same way as face to face relationships.</p> <p>Know where to get help with online problems.</p> <p>Recognise signs of and know how to report abuse.</p>
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						body from unwanted physical contact.		
Changing Adolescent Body		Know the names of parts of my body.				Develop an understanding of physical and emotional changes as I grow up.	<p>Understand the physical changes from childhood to adulthood.</p> <p>Develop an understanding of the main aspects of puberty, including menstruation.</p> <p>Learn about the emotional changes during puberty.</p>	<p>Know the changes experienced during puberty.</p> <p>Understand how a baby is conceived and develops.</p>

Unit Planner

Units	Book Led Curriculum Coverage
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Families and People who care for us



Caring Friendships, Respectful Relationships and Being Safe



Online Relationships and Internet Safety

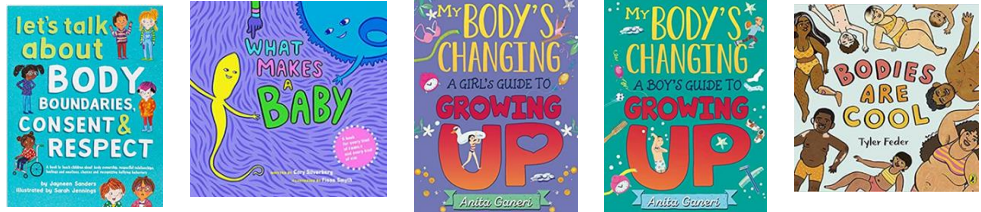


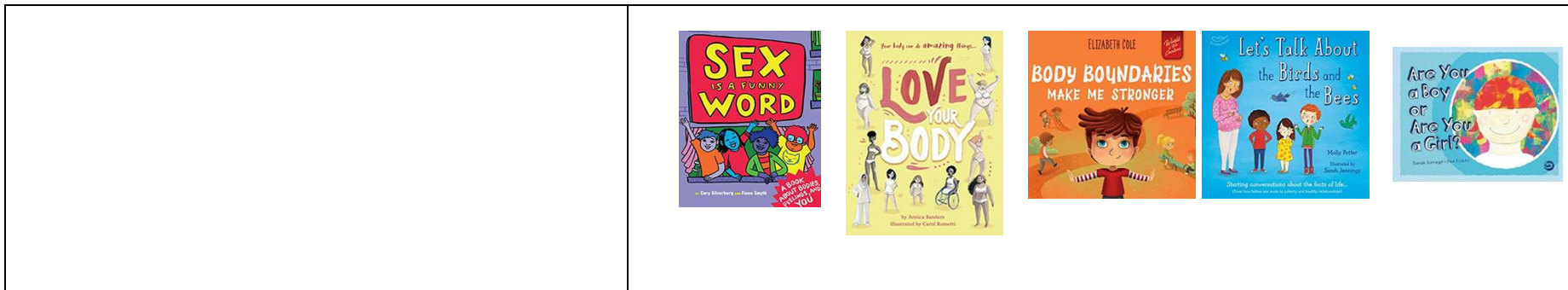
Mental Wellbeing, Physical Health and Fitness and First Aid





Changing Adolescent Body and Sex Education





Knowledge Table

Unit	Knowledge
Families and People who care for us NURSERY	<ul style="list-style-type: none"> ● Identify their key person in school (teaching staff) and outside of school (parents/carers) ● To be able to be calmed and comforted by their key person.
Families and People who care for us EYFS	<ul style="list-style-type: none"> ● Identify and name people who are special in their lives. ● Understand who is in their family and who their friends are. ● Identify people who they can ask for help.

Families and People who care for us Year 1	<ul style="list-style-type: none"> ● Identify their special people (family, friends, and carers), what makes them special and how special people should care for one another. ● Identify and respect the differences and similarities between people.
Families and People who care for us Year 2	<ul style="list-style-type: none"> ● Understand that they belong to different groups and communities such as family and school. ● Understand that other families may look different to their family and that should be respected.
Families and People who care for us Year 3	<ul style="list-style-type: none"> ● Identify the people who look after them and who to go to if they are worried or feel unhappy or unsafe. ● Recognise different types of relationships such as acquaintances, friends, relatives and families.
Families and People who care for us Year 4	<ul style="list-style-type: none"> ● Understand that marriage and civil partnerships represent a formal and legally recognised lifelong commitment between two people of legal age who love and care for each other. ● Recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
Caring Friendships NURSERY	<ul style="list-style-type: none"> ● Develop friendships with other children ● Play with one or more other children, extending and elaborating play ideas. ● Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
Caring Friendships EYFS	<ul style="list-style-type: none"> ● Recognise that their behaviour can have an effect on other people, particularly when they are angry. ● Understand how to be a good friend and what to do if someone is not being a good friend. ● Learn how to take turns, wait for their turn and share.
Caring Friendships Year 1	<ul style="list-style-type: none"> ● Recognise that their behaviour can have an effect on other people, in positive and negative ways. ● Recognise what is fair and unfair, comfortable and uncomfortable, kind and unkind and right and wrong. ● Understand that people's bodies and feelings can be hurt.
Caring Friendships Year 2	<ul style="list-style-type: none"> ● Recognise when people are being unkind to them or others and learn how to respond, who to tell and what to say. ● Understand bullying and that it is wrong and unacceptable

	<ul style="list-style-type: none"> ● Gain the skills to listen to other people and play and work cooperatively, thinking about strategies to resolve arguments.
Caring Friendships Year 3	<ul style="list-style-type: none"> ● Understand what makes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
Caring Friendships Year 4	<ul style="list-style-type: none"> ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
Caring Friendships Year 5	<ul style="list-style-type: none"> ● Develop strategies to resolve disputes and conflict through negotiation and compromise. ● Recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
Caring Friendships Year 6	<ul style="list-style-type: none"> ● 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
Respectful Relationships NURSERY	<ul style="list-style-type: none"> ● Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
Respectful Relationships EYFS	<ul style="list-style-type: none"> ● Begin to understand the differences and similarities between people ● Begin to understand that people have different needs, views, beliefs and cultures that need to be treated with respect. ● Begin to understand that their needs, views, beliefs and culture should be respected by others. ● The importance of manners, saying please and thank you.
Respectful Relationships Year 1	<ul style="list-style-type: none"> ● Identify and respect the differences and similarities between people. ● Recognise that people and other living things have rights and that everyone has responsibilities to protect those rights. Know that in wider society we should expect to be treated with respect by others and that we should show respect to others, including those in positions of authority.

Respectful Relationships Year 2	<ul style="list-style-type: none"> ● Recognise different types of bullying and understand that these are wrong and unacceptable. ● Learn strategies to resist bullying and what to do if they experience or witness it.
Respectful Relationships Year 3	<ul style="list-style-type: none"> ● To listen and respond respectfully to a wide range of people and recognise and care about other people's feelings regardless of their appearance, character, personality, background or belief.
Respectful Relationships Year 4	<ul style="list-style-type: none"> ● Realise the consequences of such behaviour and develop strategies for getting support for themselves and others at risk.
Respectful Relationships Year 5	<ul style="list-style-type: none"> ● Recognise and challenge stereotypes. ● To recognise and realise the nature and consequences of discrimination, bullying and aggressive behaviours. This includes cyber bullying, use of prejudice based language and trolling and learn how to respond and ask for help.
Respectful Relationships Year 6	<ul style="list-style-type: none"> ● Understand personal boundaries and to identify what they are willing to share with their most special people and understand that we all have rights to privacy.
Online Relationships and Internet Safety EYFS	<ul style="list-style-type: none"> ● Understand the difference between online and real experiences. ● Understand the importance of politeness on and off the internet. ● Identify who they can tell if they feel unsafe, anxious or uncomfortable.
Online Relationships and Internet Safety Year 1	<ul style="list-style-type: none"> ● Recognise that sometimes people behave differently online and pretend to be someone they're not. ● Understand that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online even when we're anonymous.
Online Relationships and Internet Safety Year 2	<ul style="list-style-type: none"> ● Know how to stay safe online and how to report risks, harmful content or contacts. ● Understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.
Online Relationships and Internet Safety Year 3	<ul style="list-style-type: none"> ● Recognise how images in the media and online do not always reflect reality. ● Recognise cyberbullying and trolling and how to respond and who to ask for help.

Online Relationships and Internet Safety Year 4	<ul style="list-style-type: none"> ● Understand how pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. ● 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.
Online Relationships and Internet Safety Year 5	<ul style="list-style-type: none"> ● Understand why social media, computer games and online gaming are age restricted. ● To critically examine what is presented to them on social media and why it is important to do so. Understand that information on social media can be misrepresented or misleading.
Online Relationships and Internet Safety Year 6	<ul style="list-style-type: none"> ● To critically consider their online friendships and become aware of the risks associated with people they have never met.
Being Safe EYFS	<ul style="list-style-type: none"> ● To understand what touches are acceptable and unacceptable. ● Know the correct names for their outer body parts e.g. penis, vagina and anus. ● Know what body parts are private. ● Know what to do if someone touches them in a way that they don't like. Identify the people they can tell.
Being Safe Year 1	<ul style="list-style-type: none"> ● Understand what is meant by 'privacy' and their right to keep things 'private'. Understand the importance of respecting others' privacy. ● Understand the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.
Being Safe Year 2	<ul style="list-style-type: none"> ● Understand how to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.
Being Safe Year 3	<ul style="list-style-type: none"> ● Understand personal boundaries and identify what they are willing to share with their most special people.

	<ul style="list-style-type: none"> ● Understand how to manage requests for images of themselves or others. Know what is and isn't appropriate to ask for or share. Identify who they can talk to if they feel uncomfortable.
Being Safe Year 4	<ul style="list-style-type: none"> ● Understand the concept of 'keeping something confidential or secret', when they should or shouldn't agree to this and when it is right to 'break a confidence' or 'share a secret'.
Being Safe Year 5	<ul style="list-style-type: none"> ● Know that it is important to take care of their body and understand that they have the right to protect their body from inappropriate and unwanted contact. ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
Being Safe Year 6	<ul style="list-style-type: none"> ● Know how to ask for advice or help for themselves and others and to keep trying until they are heard. ● Know how to report concerns or abuse and have the relevant vocabulary needed to do so.
Mental Wellbeing EYFS	<ul style="list-style-type: none"> ● To recognise feelings and give them a name. ● Understand what it means to feel worried and identify the people that can help us deal with worries.
Mental Wellbeing Year 1	<ul style="list-style-type: none"> ● Understand what constitutes and how to maintain a healthy lifestyle. Begin to understand the concept of a 'balanced lifestyle'.
Mental Wellbeing Year 2	<ul style="list-style-type: none"> ● Understand good and not so good feelings and develop simple strategies to manage these feelings. ● Identify who they can speak to if they are worried and how to attract someone's attention.
Mental Wellbeing Year 3	<ul style="list-style-type: none"> ● Know what positively and negatively affects their physical, mental and emotional health. ● Deepen their understanding of good and not so good feelings so that they are able to describe the range and intensity of their feelings to others.
Mental Wellbeing Year 4	<ul style="list-style-type: none"> ● Recognise that they may experience conflicting emotions and when they need to listen to or overcome these.
Mental Wellbeing Year 5	<ul style="list-style-type: none"> ● Understand the importance of 'self care', including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

Mental Wellbeing Year 6	<ul style="list-style-type: none"> ● Understand that it is common for people to experience mental ill health. For many people the problems can be resolved if the right support is made available.
Physical Health and Fitness and Healthy Eating NURSERY	<ul style="list-style-type: none"> ● Manage their own needs including personal hygiene ● Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.
Physical Health and Fitness and Healthy Eating EYFS	<ul style="list-style-type: none"> ● Appreciate and value their body, its capabilities and uniqueness. ● Know their different body parts and the importance of keeping them clean. ● Understand how to look after themselves, including washing, getting dressed and using the toilet independently. ● Begin to learn what it means to be healthy, including healthy eating, keeping hydrated and exercise.
Physical Health and Fitness and Healthy Eating Year 1	<ul style="list-style-type: none"> ● Understand the importance of building regular exercise into daily and weekly routines and how to achieve this. ● Understand what constitutes and how to maintain a healthy lifestyle and the benefits of healthy eating and dental health. ● Understand that household products and medicines can be harmful if not used properly.
Physical Health and Fitness and Healthy Eating Year 2	<ul style="list-style-type: none"> ● Understand safe and unsafe exposure to the sun and how to reduce the risk of sun damage. ● Know the importance of and how to maintain personal hygiene. ● Learn how some diseases are spread and can be controlled and develop simple skills to help prevent diseases from spreading.
Physical Health and Fitness and Healthy Eating Year 3	<ul style="list-style-type: none"> ● Understand the risks associated with an inactive lifestyle and obesity. ● To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.
Physical Health and Fitness and Healthy Eating Year 4	<ul style="list-style-type: none"> ● Understand calories, nutritional content and the principles of planning and preparing a range of healthy meals.

	<ul style="list-style-type: none"> Understand the characteristics of a poor diet and the risks associated with unhealthy eating such as obesity and tooth decay.
Physical Health and Fitness and Healthy Eating Year 5	<ul style="list-style-type: none"> Understand which, why and how commonly available substances and drugs (including alcohol, tobacco and energy drinks) can damage their immediate and future health and safety. Understand that some are restricted and some are illegal to own, use and give to others.
Physical Health and Fitness and Healthy Eating Year 6	<ul style="list-style-type: none"> Know the importance of good quality sleep and that a lack of sleep can affect weight, mood and the ability to learn. Understand the facts and science relating to allergies, immunisation and vaccination.
First Aid EYFS	<ul style="list-style-type: none"> Learn about the special people who work in our community to keep us safe.
First Aid KS1	<ul style="list-style-type: none"> Learn how to make a clear and efficient call to the emergency services.
First Aid KS2	<ul style="list-style-type: none"> Understand the school rules regarding health and safety. Learn the concepts of basic first aid and how to deal with common injuries.
Changing Adolescent Body and Sex Education Year 5	<ul style="list-style-type: none"> Know the correct terminology for our bodies, both male and female. Understand how their body and emotions will change as they approach and move through puberty.
Changing Adolescent Body and Sex Education Year 6	<ul style="list-style-type: none"> Learn about menstrual wellbeing and the key facts about the menstrual cycle. Understand human reproduction, how a baby is conceived and born.
Conceptual Links	
<p>Families and people who care for us: Family, identity, community, relationships, marriage, civil partnerships, commitment, respect.</p> <p>Caring Friendships: Positive and negative behaviour, feelings, bullying, listen, cooperate, resolve, disputes, negotiate, compromise.</p> <p>Respectful Relationships: Differences and similarities, needs, views, beliefs, cultures, manners, respect, rights, discrimination, bullying, trolling, stereotypes, boundaries.</p> <p>Online Relationships and Internet Safety: Anonymous, respect, risks, harmful content, reality, cyber-bullying, trolling, age restricted, misleading.</p> <p>Being Safe: Private, body parts (vagina, penis and anus), personal boundaries, consent, confidential, abuse.</p>	

Mental Wellbeing: Feelings, worries, healthy/balanced lifestyle, mental health, emotions, self-care, support.

Physical Health, Fitness and Healthy Eating: Exercise, healthy/balanced lifestyle, personal hygiene, dental health, sun exposure, obesity, nutrition, medicines, alcohol, tobacco, drugs, sleep, immunisation, vaccination, illness, disease.

First Aid: Emergency, health and safety, injuries, 999.

Changing Adolescent Body and Sex Education: Puberty, physical and emotional changes, menstrual cycle, human reproduction, conception, pregnancy, birth.

Key Events and Celebrations

October 16th: Show Racism the Red Card Day

November 13th: Children in Need

November 16th-20th: Anti-bullying Week

January 15th-19th: No Name Calling Week

February 3rd-9th: Children's Mental Health Week

February 9th: Safer Internet Day

March 20th: International Day of Happiness

May 21st: World Day for Cultural Diversity

June: Pride Month

June 5th: World Environmental Day

June 26th: LGBTQ+ Equality day

June 29th: RSHE Day

Appendix

My Happy Mind Relationship Curriculum

Year 1 and 2	
<u>Area</u>	<u>Lesson</u>
Families and People Who Care For Me	1: My Family and Me
Caring Friendships	2: Exploring Feelings
Caring Friendships	3: Fabulous Friendships
Online Relationships	4: Keeping Safe
Year 3 and 4	
<u>Area</u>	<u>Lesson</u>
Families and People Who Care For Me	1: Families in the Wider World
Respectful Relationships	2: All About Me
Families and People Who Care For Me	3: Learning to Love Difference
Respectful Relationships	4: Getting Along with our Families
Caring Friendships	5: Friendship Ups and Downs
Being Safe and Online Relationships	6: Keeping Safe
Year 5 and 6	
<u>Area</u>	<u>Lesson</u>
Online Relationships	1: Friendships On and Offline
Caring Friendships	2: Friendship and Secrets
Caring Friendships	3: Peer Pressure
Respectful Relationships	4: Identify and Respect
Respectful Relationships	5: Discrimination and the Law
Being Safe	6: Online Safety – Images