

RSE expectations: Primary

Here's what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

RSE – Relationships and Sex Education

Families and people who care for me

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

Caring friendships

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

Respectful relationships

- › The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- › Practical steps they can take in a range of different contexts to improve or support respectful relationships
- › The conventions of courtesy and manners
- › The importance of self-respect and how this links to their own happiness
- › That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- › About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- › What a stereotype is, and how stereotypes can be unfair, negative or destructive
- › The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- › That people sometimes behave differently online, including by pretending to be someone they're not
- › 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)
- › The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- › How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met
- › How information and data is shared and used online

Being safe

- › What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- › About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)
- › That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- › How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- › How to recognise and report feelings of being unsafe or feeling bad about any adult
- › How to ask for advice or help for themselves or others, and to keep trying until they're heard
- › How to report concerns or abuse, and the vocabulary and confidence they need to do so
- › Where to get advice (e.g. family, school, other sources)

Sex education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

We are friends.
What makes a
friend and who
are our friends?

At home. Who is
in our family? Are
they all the same?

RSE Curriculum Overview: EYFS

Being Naked.
Labelling all parts
of the body
including genitals.

What do I feel?
Feely box and
talking about
emotions.

Who am I?
Looking at
differences and
similarities among
friends.

Lesson 1 – Who am I?:

In this lesson the children will:

Learn about themselves - Facial features, What is special about them, Who they look like most, The kind of clothes they're wearing & Are they a boy or girl

Learn about differences between them and their friends:

What they notice about the other person (nose, mouth, hair colour, colour of eyes, skin colour) & comparing this to their own appearance

Learn about similarities between them and their friends:

What is the same about everyone's tummy? What is the same about boys and girls? What is the same about children and adults?

Lesson 2 – What do I feel?:

In this lesson the children will:

Have a variety of objects to feel with their hands (and cheeks) and discuss the way each object feels

Feel these items with their arms and feet and discuss what feels nice and what doesn't

Feel an item in a feely bag (hidden item) and talk about how they know if someone likes/doesn't like how something feels.

Lesson 3 – Being naked:

In this lesson children will:

Learn that different rules and habits apply when it comes to nudity and privacy.

Learn that (and respect) that those habits and rules can differ per situation.

Learn about undressing and body parts.

Learn about situations when naked.

Lesson 4 – At home:

In this lesson children will:

Learn about families

Learn about different family situations

Learn about respecting differences in family situations

Lesson 5 – we are friends:

In this lesson children will:

Learn about the meaning and importance of friendship and friends

Learn about how to become friends with different children

Learn about how to build positive friendships

How do I say No?
Saying no to things
we don't like.

What feels nice
and what doesn't?

RSE Curriculum Overview: Year 1

Where does a
baby live before it
is born?

I really like you.
What makes
someone nice?

I am a boy you are
a girl. How are
they different?
Clothes, toys etc.

Lesson 1 – I am a boy and you are a girl:

In this lesson the children will:

Learn about physical differences between boys and girls

Learn about clothing

Learn about similarities and differences between boys and girls

Learn about gender-typical role behaviour (for example in the media)

Learn that boys and girls are different but also equal

Lesson 2 – I really like you:

In this lesson the children will:

Explore various ways of expressing their feelings

Express positive feelings to other children

Distinguish between pleasant and unpleasant contacts

Learn about negative and positive feelings for someone else

Lesson 3 – Where does a baby live before it is born?:

In this lesson the children will:

Learn about where a baby lives before it is born

Learn what a baby can do in its mum's womb

Learn about different stages of pregnancy – size of baby, how long it takes for a baby to be born

Lesson 4 – what feels nice and what doesn't:

In this lesson children will:

Learn about pleasant and unpleasant forms of touching e.g. stroking, pinching, scratching

Learn to be aware that everyone has their own wishes and limits

Learn to respect limits and wishes in different situations

Learn to be aware that what is seen as pleasant or unpleasant can differ depending on the situation and the person concerned

Lesson 5 – how do I say 'No'?:

In this lesson children will:

Learn the difference between pleasant and unpleasant situations and be able to recognise both

Learn that they can say 'no' to unpleasant physical contact

Recognise who to approach for support or assistance

Express their limits in various ways, while also respecting those of others

Distinguish between nice secrets and bad secrets

What feels nice
and what doesn't.
Saying no.

Who is special to
me? Family,
friends and what
makes someone
special to you?

RSE Curriculum Overview: Year 2

What do I feel?
Things we like and
don't like.
Appropriate
touching.

I am a girl you are a
boy.
Similarities/differences
physically (Genitals)
and hobbies etc.

Who am I?
Similarities and
differences
between them
and their friends.

Lesson 1 – Who am I?:

In this lesson the children will:

Learn about physical characteristics and learn that everyone's body and appearance are unique

Begin to develop a positive self and body-image

Be aware of differences and similarities in outer and inner characteristics and accept diversity

Lesson 2 – I am a girl and you are a boy:

In this lesson the children will:

Be aware of the physical differences and similarities between boys and girls

Be aware of gender role behaviour and gender role expectations

Think critically about gender role behaviour/expectations in their surroundings and in the media

Lesson 3 – What do I feel?:

In this lesson the children will:

Learn that the touching of various body parts can be experienced as pleasant or unpleasant e.g. stroking, pinching, scratching

Learn when it is accepted to touch their own genitals

Learn that touching can be pleasant or unpleasant

Lesson 4 – Who is special to me?:

In this lesson children will:

Learn about relationships and who is important or special to them

Learn that they can be friends with different children and people

Learn how to show others that they like them

Lesson 5 – What feels nice and what doesn't:

In this lesson children will:

Gain an insight into situations and touching that are pleasant and unpleasant

Learn (in certain situations) to recognise yes/no feelings both by themselves and others

Learn that nobody may force or persuade them to do something that they do not want to

Understand that different children can experience various situations differently

Learn what they can do in situations that do not feel 'right'

Understand who they can approach with problems or 'not right' feelings