

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.

I really like you.
Who can you like
and in what way?
What is
appropriate?

How do I say no?
Differentiate
between YES, NO
and Don't Know
feelings.

Being naked. Every
home is different. Bath
time OK. Should not
take clothes off in the
playground. Swimming
on the beach.

RSE Curriculum Overview: Year 3

I am in love. Talking about
love. What is it? How do
you know if you're in love?
Looking at different
families. Mention single sex
families.

How was I born? Where
does a baby live before it
was born? How does a
baby get in mummy's
tummy (womb) & how is it
born?

At home. What do
our families look
like? Who is in them?
What happens at
home? Rules.

Lesson 1 – At home:

In this lesson the children will:

Learn about similarities and differences in family situations and respect these.

Learn about different routines in different homes

Learn about different circumstances in the home

Learn about love for someone of the same or opposite gender, someone with a different culture/religion or someone with a disability

Lesson 2 – I am in love:

In this lesson the children will:

Learn about being in love and the similarities and differences to friendship

Learn about how it feels to be in love

Learn about love in different contexts

Recognise feelings of being in love and appreciate that those feelings are very normal

Lesson 3 – How I was born:

In this lesson the children will:

Learn how the birth of a child is celebrated

Learn about pregnancy and child birth

Learn how pregnancy occurs

Learn how a baby grows in the womb, how a baby is born and what a baby looks like

Lesson 4 – Being naked:

In this lesson children will:

Learn about different situations in which they may or may not be naked

Understand that everyone has a need for privacy

Learnt to respect different rules and agreements about being naked

Lesson 5 – How do I say ‘no’?:

In this lesson children will:

Differentiate between ‘yes’ and ‘no’ and ‘don’t know’ feelings in different situations

Learn that children can experience situations and touching in different ways

Express their ‘no’ feelings in different ways and learn which ways are most effective

Lesson 6 – I really like you

In this lesson children will:

Gain insight into ways of expressing love for others

Learn that it is important to express feelings of love

Learn to become capable of showing others positive feelings and also recognising others’ positive feelings

Friendship. Talking about friendships, how to form them and keep them. What makes a good friend?

E Safety and Friendship. Facebook profiles. Dangers of the internet.

How do I say yes or no?

RSE Curriculum Overview: Year 4

Boys, Girls & Babies. Detailed look at the male and female body. 'How did I begin?' Biology of how babies are born and made.

Boys and Girls about one another. Stereotypes. Opinions. Overcoming stereotypes.

Who am I? Positive characteristics. The 'ideal' man and woman. Stereotypes.

Lesson 1 – Who am I?:

In this lesson the children will:

Learn about special characteristics of themselves and develop a positive self and body image

Name special characteristics of other children

Become aware of the ideal and beauty images in the media and the influence these can have on their own self or body image

Learn that images in the media often do not reflect daily reality

Lesson 2 – boys, girls and babies:

In this lesson the children will:

Learn how to properly refer to their genitals

Learn about the most important physical differences between boys and girls

Become familiar with the main sexual characteristics and their functions

Learn about reproduction, pregnancy & giving birth

Learn that when you are fertile you can get pregnant

Understand that people can plan to have children but that not everyone can get pregnant or wants to have children

Lesson 3 – Boys and girls about one another:

In this lesson children will:

Learn about differences and similarities in role behaviour between boys and girls

Learn that the media represents men and women in a gender-specific manner

Think critically about gender specific role expectations and role behaviour of boys and girls

Learn the need for equal rights for boys and girls

Lesson 4 – how do I say 'Yes' or 'No'?:

In this lesson children will:

Learn about indicating their own limits in various ways, while also clearly expressing which situations they find unpleasant

Learn about what they should do in situations which exceed their own limits are unsafe or unpleasant

Learn who they might place their trust in should situations occur which they consider unpleasant or unsafe

Lesson 5 – Friendship and E Safety:

In this lesson children will:

Learn about the qualities and conditions that a friendship must satisfy

Become aware that making friends through social media (e.g. Facebook/TikTok) may present risks

Lesson 6 – Friendship:

In this lesson children will:

Learn how to make contact with one another and maintain friendships

Become aware that friendships require effort

Learn that there are different ways to maintain friendships

Become aware that situations may arise in which friendships no longer feel pleasant

Think of ways to restore a friendship or, if it no longer feels good, to end the friendship in a respectful manner