

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.

What feels nice
and what doesn't.
Good and bad
secrets.

GIRLS change during
puberty. Talks for girls
and boys together.
Changes, feelings and
hormones.



**RSE Curriculum
Overview: Year 5**

Being in love. What does it
mean? Who can be in love?

BOYS change during
puberty. Talks for girls and
boys together. Changes,
feelings and hormones.

My relationships.
Who cares for
you? Who plays
with you?

Lesson 1 – My relationships:

In this lesson the children will:

Recognise which people are important to them

Understand that in certain situations some people are more important than others

Learn that there are various sorts of relationships and family structures and that these may change over time

Learn that there are various opinions, values and norms relating to choosing your own partner, engagement, marriage (and having children) & living together

Become aware that freely choosing your partner is not customary in some cultures

Learn that relationships become more ordinary and better accepted the more closely someone is acquainted with them

Lesson 2 – Being in love:

In this lesson the children will:

Learn that feelings associated with being in love can be nice, but may also cause problems

Become aware that you can fall in love with various types of people and that being in love is part of life itself

Learn that you can fall in love with someone of the same sex, from a different culture or religion

Learn about how they can express feelings of love to another person

Consider various situations related to being in love and can offer advice

Lesson 3 – I change during puberty (girls):

In this lesson children will:

Learn about the sorts of physical and emotional changes boys and girls experience on reaching puberty

Learn that the rate and extent to which these changes occur may vary

Become aware that there is considerable diversity in their physical characteristics and outward appearances and accept these differences

Become aware of the importance of personal hygiene and to take care of themselves

List the functions of the female genitals

Learn how the menstrual cycle takes place

Lesson 4 – I change during puberty (boys)

In this lesson children will:

Learn about the sorts of physical and emotional changes boys and girls experience on reaching puberty

Learn that the rate and extent to which these changes occur may vary

Become aware that there is considerable diversity in their physical characteristics and outward appearances and accept these differences

Learn what an ejaculation is and when they can make a girl pregnant

List the functions of the male genitals

Become aware of the importance of personal hygiene and to take care of themselves

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

In this lesson children will:

Learn to make a distinction between pleasant, unpleasant and dubious feelings in the case of touching and other situations

Become aware that everyone has their own limits and wishes

Learn the importance of clearly pointing out their own limits

Distinguish between good and bad secrets

Realise that it is important to ask for help in the event of unpleasant situations or bad secrets

Learn that you should never force someone to do something they do not want to do

In love and dating.
Internet friends.

What do you think
and what would
you do?

Men and women in the
media. Stereotypes
and then real people.

RSE Curriculum Overview: Year 6

What is sex? What do you
know? Proper terms, real
information.

Does bare make you blush?
Talking about different
routines, families are so
different.

Who am I?
Qualities. A book
about me.

Lesson 1 – Who am I?:

In this lesson the children will:

Become more aware of their own talents and characteristics and develop a positive self-image

Name a number of positive characteristics and/or talents of their own

Give positive feedback to others

Become aware that everyone is unique and has special talents and characteristics

Present their positive characteristics and talents

Lesson 2 – Does bare make you blush?:

In this lesson the children will:

Learn about and explain that there are different norms and (cultural) customs regarding acceptable clothing, nudity and privacy

Learn about and explain that customs and norms can differ based on the situation and respect this

Learn that revealing clothing can evoke different reactions

Lesson 3 – What is sex?:

Learn that opinions about sex can vary from one person to another

Learn that human sexuality can trigger various feelings

Learn that sexual feelings are part of human nature

Learn that it is not easy for everyone to talk about sex

Lesson 4 – Men and women (in the media):

In this lesson children will:

Gain an insight into gender-specific behaviour and how this is learned

Learn that the media can confirm and exaggerate gender stereotypes

Learn that beauty ideals presented by the media do not reflect everyday life

Learn to think critically about the division of tasks between men and women

Lesson 5 – What do you think and what would you do?:

In this lesson children will:

Become aware that their own norms and notions also have an influence on sexual intimidation

Be able to apply various strategies for the identification and timely prevention of sexual intimidation

Learn how to approach people or institutions for assistance in the event of threatening or intimidating situations

Lesson 6 – In love and dating:

In this lesson children will:

Distinguish between friendship and being in love

Learn that being in love can cause both pleasant and unpleasant feelings

Learn various ways of expressing special feelings of love

Learn that you can fall in love with someone of either sex, with a different culture/religion or with a physical disability

Learn that it is illegal to discriminate against someone on the basis of their religion, beliefs, sexual orientation or disability

Be aware of the consequences of anti-homosexual behaviour or discrimination on the basis of someone's sexual persuasion

Learn that there are various sorts of relationships and family structures and that these may change over time

Lesson 7 – Internet friends:

In this lesson children will:

Learn that there can be both pleasant and unpleasant sides to using the internet and mobile telephones

Learn the most important risks of using the internet and mobile telephones

Recognise the importance of being careful when it comes to placing personal information/photos on the internet

Develop tips for make safe choices online

Understand who they can approach for help if things go wrong on the internet