

Relationships and Identity

This strand focuses on:

- the range of relationships that human beings have throughout their lives
- how identity can be shaped by our relationships and sexuality
- the importance of human rights in securing healthy, safe and fulfilling relationships in an inclusive society

Learners need to develop the understanding and behaviours that will support them to develop and maintain healthy, safe and fulfilling relationships throughout their lives. Learners need to be supported to recognise and value different types of relationships, including families and friendships, as well as the diversity within different types of relationships, including *LGBTQ+* diversity, and that these can change over time. Developing empathy, compassion and communication skills are critical to learners' relationships now and the relationships they will form in the future. This will also support respect, understanding and equitable treatment for others, whatever their sex, gender, sexuality, faith or belief.

Learners also need to develop both their sense of self and their sense of everyone being unique. Over time, learners can explore how relationships, sex, gender, romantic and sexual attraction and personal experiences may shape and inform a person's identity and individuality. This supports learners to understand how identity, relationships and sexuality are informed by biology, technology and social, cultural and religious norms and that these may change over time. By engaging with these aspects, learners can recognise both positive and harmful behaviours and norms and have the confidence to speak up for themselves and to speak out and advocate for the rights and respect of others.

This strand also recognises how rights can support and underpin equitable, respectful relationships, as well as a fair and inclusive society.

Phase 1 RSE Coverage	Autumn	Spring	Summer
Reception	<ul style="list-style-type: none"> • Ability to act with kindness, empathy, and compassion in interactions with others immediate to them including family, friendship, and peer relationships. • An awareness of how to communicate wants and needs in relationships and begin to respect those of others. Awareness of how needs relate to rights. 		
	Awareness of the diversity of families	Developing a sense of themselves, in the context of	Recognising learners' rights to be treated fairly, kindly and with respect.

	and relationships, including friendship and peer relationships, and why these are important.	families, friends and communities. Recognising how people value different things and have different families, friends and communities.	
Year 1	<ul style="list-style-type: none"> • Ability to act with kindness, empathy, and compassion in interactions with others immediate to them including family, friendship, and peer relationships. • An awareness of how to communicate wants and needs in relationships and begin to respect those of others. Awareness of how needs relate to rights. 		
	Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.	Developing a sense of themselves, in the context of families, friends and communities. Recognising how people value different things and have different families, friends and communities.	Recognising learners' rights to be treated fairly, kindly and with respect.
	<ul style="list-style-type: none"> • Ability to act with kindness, empathy, and compassion in interactions with others immediate to them including family, friendship, and peer relationships. • An awareness of how to communicate wants and needs in relationships and begin to respect those of others. Awareness of how needs relate to rights. 		
Year 2	Awareness of the diversity of families and relationships, including friendship and peer	Developing a sense of themselves, in the context of families, friends and communities. Recognising how people value different	Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender. Recognising learners' rights to be treated fairly, kindly and with respect.

	relationships, and why these are important.	things and have different families, friends and communities.	
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Sexual Health and Well-being

This strand focuses on:

- learning about how living things grow, reproduce and have a life cycle
- developing an understanding of the human body, including people’s feelings about their bodies and how these can be represented
- the health issues related to relationships and sexuality
- an understanding of how sexuality and sexual health affects our well-being.

In early development, learners need to experience contexts for understanding the importance of maintaining personal health and well-being, including hygiene, and how this impacts on themselves and others. This progresses to applying broad principles of health and hygiene within sexual health.

As learners develop, teaching and learning needs to include focus on exploring how physical changes have an impact on well-being and relationships ensuring the representation of *LGBTQ+* experiences and lives. Learning also focuses on menstrual well-being and conditions which can affect the reproductive system; as well as developing understanding of the possible outcomes of the decisions made relating to sexual health and relationships. All of this learning will focus on recognising the diversity of human body types, how perception and understanding of the human body is shaped by society, the law, science and technology and the impact of this on well-being.

Phase 1 RSE Coverage	Autumn	Spring	Summer
Reception	<ul style="list-style-type: none"> • The use of accurate terminology for all body parts. • An awareness of the importance of personal self-care and hygiene. • Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe. 		

	A recognition that everyone's body is unique and special to them.	Awareness of the different feelings one can have.	An awareness of the human life cycle and that reproduction is a part of life
Year 1	<ul style="list-style-type: none"> • The use of accurate terminology for all body parts. • An awareness of the importance of personal self-care and hygiene. • Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe. 		
	A recognition that everyone's body is unique and special to them.	Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own	The use of accurate terminology for all body parts. An awareness of the human life cycle and that reproduction is a part of life
Year 2	<ul style="list-style-type: none"> • The use of accurate terminology for all body parts. • An awareness of the importance of personal self-care and hygiene. • Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe. 		
	A recognition that everyone's body is unique and special to them.	Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own	The use of accurate terminology for all body parts. An awareness of the human life cycle and that reproduction is a part of life

Empowerment, Safety and Respect

This strand focuses on:

- learners' rights to safety and protection and freedom from harm and discrimination
- how and where to seek information, help and support
- how to support and advocate for the rights, fair treatment and respect of all

This strand builds on the positive behaviours and skills of healthy relationships. It reinforces the requirement to support learners to develop empathy, kindness and compassion towards each other and empowering them with the confidence to draw upon available support if they are concerned about their own safety or that of others.

They should be supported to understand that exercising their right to be free from all forms of discrimination, violence, abuse and neglect is enabled by trusted adults who can support their safety. This includes through a number of legal protections that exist for all. Criminal law makes such behaviours unlawful and there are criminal sanctions for those found guilty of committing such offences.

Learners need to develop an understanding of the social, emotional, physical and legal nature and impact of harmful behaviours, including all *bullying*, and *LGBTQ+* based bullying, sexual violence and gender-based violence in a range of contexts, including online.

Phase 1 RSE Coverage	Autumn	Spring	Summer
Reception	<ul style="list-style-type: none"> • Ability to interact with others in a way that is fair. • Beginning to recognise that other people have thoughts, feelings and opinions that are different. • An awareness of the need to seek agreement to share, for example toys. • An awareness that everyone has the right to be safe and no one is allowed to harm anyone else. Ability to speak up for each other. 		
	Recognising the right to be free from harmful, abusive and bullying behaviour.	An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.	Awareness of how to keep safe when using digital media, including sharing with a trusted adult when

	An awareness of how to recognise positive and harmful behaviours, including bullying. Ability to share with a trusted adult when faced with harmful behaviours.	Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.	they feel uncomfortable or scared.
Year 1	<ul style="list-style-type: none"> • Ability to interact with others in a way that is fair. • Beginning to recognise that other people have thoughts, feelings and opinions that are different. • An awareness of the need to seek agreement to share, for example toys. • An awareness that everyone has the right to be safe and no one is allowed to harm anyone else. Ability to speak up for each other. 		
	<p>Recognising the right to be free from harmful, abusive and bullying behaviour.</p> <p>An awareness of how to recognise positive and harmful behaviours, including bullying. Ability to share with a trusted adult when faced with harmful behaviours.</p>	<p>An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.</p> <p>Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.</p>	Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.

<p>Year 2</p>	<ul style="list-style-type: none"> • Ability to interact with others in a way that is fair. • Beginning to recognise that other people have thoughts, feelings and opinions that are different. • An awareness of the need to seek agreement to share, for example toys. • An awareness that everyone has the right to be safe and no one is allowed to harm anyone else. Ability to speak up for each other. 		
	<p>Recognising the right to be free from harmful, abusive and bullying behaviour.</p> <p>An awareness of how to recognise positive and harmful behaviours, including bullying. Ability to share with a trusted adult when faced with harmful behaviours.</p>	<p>An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.</p> <p>Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.</p>	<p>Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.</p>