

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 2/3 RSE Coverage	Autumn	Spring	Summer
Year 3	<ul style="list-style-type: none"> • Ability to form and maintain relationships which are equitable, respectful, and kind with a range of others. • How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others' rights and part of friendships and relationships. 		
	Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.	Recognising how people's relationships with others shape who they are and their happiness.	Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.

	Understanding positive behaviours in relationships and what can happen when relationships breakdown.	An awareness of how identity can be expressed in different ways.	
Year 4	<ul style="list-style-type: none"> • Ability to form and maintain relationships which are equitable, respectful, and kind with a range of others. • How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others' rights and part of friendships and relationships. 		
	Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.	Recognising how people's relationships with others shape who they are and their happiness. An awareness of how identity can be expressed in different ways.	Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.
Year 5	<ul style="list-style-type: none"> • Ability to form and maintain relationships which are equitable, respectful, and kind with a range of others. • How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others' rights and part of friendships and relationships. 		

	<p>Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these. Understanding positive behaviours in relationships and what can happen when relationships breakdown.</p> <p>An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.</p>	<p>Recognising how people's relationships with others shape who they are and their happiness. An awareness of how identity can be expressed in different ways.</p>	<p>Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.</p> <p>Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.</p>
Year 6	<p>Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these. Understanding positive behaviours in relationships and what can</p>	<p>Recognising how people's relationships with others shape who they are and their happiness. An awareness of how identity can be expressed in different ways.</p>	<p>Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.</p>

	<p>happen when relationships breakdown</p> <p>An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.</p>		<p>Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.</p> <p>An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours.</p>
--	---	--	---

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 2/3 RSE Coverage	Autumn	Spring	Summer
Year 3	<ul style="list-style-type: none"> • The knowledge and skills needed to manage personal self-care and hygiene. 		
	Develop an understanding of the human body. Realise that all organs have a purpose.	An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies.	
Year 4	<ul style="list-style-type: none"> • The knowledge and skills needed to manage personal self-care and hygiene. 		
	Knowledge and understanding of how reproductive organs develop in a human body.	An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies.	The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty. The knowledge and skills needed to manage personal self-care and hygiene,

			including the importance of menstrual well-being. Cohort appropriate
Year 5	<ul style="list-style-type: none"> • The knowledge and skills needed to manage personal self-care and hygiene. 		
	<p>Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being-Cohort appropriate</p>	<p>An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies.</p>	<p>The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.</p> <p>The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.</p> <p>Awareness of how people can feel attracted to others as they mature and how this can lead to emotional responses.</p>
	<ul style="list-style-type: none"> • The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being. • Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults. 		
Year 6	<p>Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what</p>	<p>An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel</p>	<p>The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.</p>

	supports menstrual health and well-being. Recognising the process of pregnancy and birth.	about our body and other people's bodies.	<p>Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.</p> <p>Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.</p>
--	---	---	---

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 2/3	Autumn	Spring	Summer
-----------	--------	--------	--------

RSE Coverage			
<p>Year 3</p>	<ul style="list-style-type: none"> • Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. • Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours. • Understanding of the right for everyone to be free from harm or abuse. • How to seek support for oneself and offer support to others. How to be a good friend and advocate for others. • Understanding of the right to bodily privacy, personal boundaries including online. • Understanding how behaviours may be perceived by others offline and online. • Recognising which steps to take to keep safe from harm both in offline and online friendships. • Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. 		
	<p>An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment, and bullying and the role technology can play.</p>	<p>Know how and when digital media can be shared safely, with permission and when it can be a source of harm.</p> <p>Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect, and harassment.</p>	<p>Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships, and relationships, for example, gender norms.</p>
<p>Year 4</p>	<ul style="list-style-type: none"> • Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. • Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours. • Understanding of the right for everyone to be free from harm or abuse. 		

	<ul style="list-style-type: none"> • How to seek support for oneself and offer support to others. How to be a good friend and advocate for others. • Understanding of the right to bodily privacy, personal boundaries including online. • Understanding how behaviours may be perceived by others offline and online. • Recognising which steps to take to keep safe from harm both in offline and online friendships. • Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. 		
	<p>An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment, and bullying and the role technology can play.</p>	<p>Know how and when digital media can be shared safely, with permission and when it can be a source of harm.</p> <p>Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect, and harassment.</p>	<p>Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships, and relationships, for example, gender norms.</p> <p>Awareness of the benefits and dangers of the internet and social media in forming friendships online. Exploring the motives behind fabricated and digitally altered media.</p>
<p>Year 5</p>	<ul style="list-style-type: none"> • Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. • Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours. • Understanding of the right for everyone to be free from harm or abuse. • How to seek support for oneself and offer support to others. How to be a good friend and advocate for others. • Understanding of the right to bodily privacy, personal boundaries including online. • Understanding how behaviours may be perceived by others offline and online. • Recognising which steps to take to keep safe from harm both in offline and online friendships. • Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. 		

	<ul style="list-style-type: none"> Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect, and harassment. 		
	<p>An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment, and bullying and the role technology can play.</p>	<p>Understanding of the right to bodily privacy, personal boundaries including online.</p> <p>Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships, and relationships, for example, gender norms.</p>	<p>Awareness of the benefits and dangers of the internet and social media in forming friendships online. Exploring the motives behind fabricated and digitally altered media.</p> <p>Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.</p>

<p>Year 6</p>	<ul style="list-style-type: none"> • Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. • Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours. • Understanding of the right for everyone to be free from harm or abuse. • How to seek support for oneself and offer support to others. How to be a good friend and advocate for others. • Understanding of the right to bodily privacy, personal boundaries including online. • Understanding how behaviours may be perceived by others offline and online. • Recognising which steps to take to keep safe from harm both in offline and online friendships. • Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. • Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect, and harassment. 		
	<p>An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment, and bullying and the role technology can play.</p>	<p>Understanding of the right to bodily privacy, personal boundaries including online.</p> <p>Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships, and relationships, for example, gender norms.</p>	<p>Awareness of the benefits and dangers of the internet and social media in forming friendships online. Exploring the motives behind fabricated and digitally altered media.</p> <p>Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.</p>