Relationship and Sex Education Curriculum

This document details the curriculum included in our school's RE & RSE *Growing Up Safe: Whole School Approach* (GUS) programme, delivered in association with relationship and sex specialist BigTalk Education.
It is a spiral curriculum therefore pupils will see the same topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning. Consequently, the topics included for Nursery and KS1 are included right the way up until year 6. The table on pages 2 and 3 of this document, show the curriculum as it relates to the topic areas included within the Department for Education's RSE Guidance 2019, by the school years in which it is introduced. These topics repeat each year.
Table 2 starting on page 4 shows the details on the GUS programme lesson length and any reinforcement done by school staff. Please note that the statutory RSE guidance states that children must know each of the elements of the curriculum by the time they leave primary school at the end of year 6, for this reason we repeat the GUS programme each year, building on the children's knowledge from previous years. Therefore, some topics areas will only be reinforced once annually, by the highly trained facilitators from BigTalk Education (for example reproduction) who have specialist knowledge in how to answer children's questions about reproduction, puberty etc. in an age-appropriate manner.

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Table 1 – Curriculum by Year Group

Growing Up Safe Programme Curriculum		
Year Group (s)	**Topic Area**	**New Content Introduced at Level**
Nursery	Families and carers.	Families are important for children growing up because they can give love, security and stability. ±
		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 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 conventions of courtesy and manners. ±
		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. ±
	Being Safe	What sorts of boundaries are appropriate in friendships with peers and others. ±
		That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ±
		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 are heard. ±
		How to report concerns or abuse and the vocabulary and confidence needed to do so. ±
		Where to get advice e.g. family, school and/or other sources. ±
	Nat Curric for Science	Teaching about the main external body parts. ‡

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Year Group (s)	Topic Area	New Content Introduced at Level
Foundation/ Reception Year 1	Families and carers.	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. ±
	Caring Friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends. ±
		Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ±
		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. ±
	Respectful Relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ±
		The importance of self-respect and how this links to their own happiness ±
		Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ±
		The importance of permission-seeking and giving in relationships with friends, peers and adults. ±
	Online Relationships	That people sometimes behave differently online, including pretending to be someone they're not. ±
		The rules and principles of keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ±
	Being Safe	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ±
		About the law and consequences relating to content on and offline, including films, games, DVDs, TV programmes and pornography.
		The impact of viewing harmful content.

Continued overleaf.

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Building on previous learning plus the inclusion of the content below		
Year 2 **Year 3**	Families and carers.	That others' 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. ±
	Caring Friendships	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. ±
	Respectful Relationships	Practical steps they can take in a range of different contexts to improve or support respectful relationships. ±
		That some children may feel different on the inside to how they look on the outside (transgender) and that if that happened to them who they should tell.
		What a stereotype is, and how stereotypes can be unfair, negative or destructive. ±
	On-line relationships	That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous. ±
		How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ±
		How information and data is shared and used online. ±
	Internet Safety & Harms (Health Education)	Why social media, some computer games and online gaming, for example, have age restrictions. ±
	Being Safe	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ±
		About the law and consequences relating to content on and offline, including films, games, DVDs, TV programmes and pornography.

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Building on previous learning plus the inclusion of the content below		
Year 4	Families and carers.	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 marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ±
	National Curriculum for Science	Teaching about changes to the human body as it grows from birth to old age including puberty. ‡
	Changing Adolescent Body (Health Education)	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ±
	Reproduction	About the structure and function of the male and female reproductive systems, that women have ovum and men produce sperm, when these combine a baby can be made, this is called 'sex', information on gestation and birth. †
Building on previous learning plus the inclusion of the content below		
Year 5 **Year 6**	All areas	Reinforcement and pupil led learning.

January 2020 **Key**
± Included in 2019 Guidance for Primary (Statutory)
† Included in 2019 Guidance for Primary (Optional)
‡ Included in the national curriculum for Science in KS1/KS2

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