

# RSE expectations: primary

Here's what pupils should know by the end of primary school

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## 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 others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterized 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 recognized 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, 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 managing 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 the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority
- › About different types of bullying (including cyberbullying), 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 face-to-face relationships, including the importance of respect for other 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 needed to do so
- Where to get advice (e.g. family, school, other sources)

### **At St Michael's we know implementing a high-quality RSE programme contributes towards:**

- A positive ethos and environment for learning, safeguarding pupils, promoting their emotional wellbeing and improving their progress in school.
- A better understanding of diversity and inclusion, and a reduction in gender-based and homophobic prejudice incidents.
- A better understanding of consent and exploitative relationships.

### **High-quality RSE at St Michael's :**

Is a partnership between home and school, and takes parents views and wishes into account( Governor consultation June 2019) (Parents working group July 2019)

- Is implemented early, relevant to pupils' stages of development and maturity.
- Is delivered by staff who have sufficient knowledge and are confident teaching about a wide range of issues, including those that need to be treated with sensitivity, such as gender identity and abuse.
- Incorporates the development of knowledge, life skills, respectful attitudes and values.
- Has sufficient time to cover a wide range of topics as a thread through assembly, topic work, computing and PSE, RE and places a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and seeking support.
- Assists pupils in understanding how they can stay safe online and offline, violence and exploitation, and the importance of consent.

- Is inclusive of difference – whether this be gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other.
- Incorporates active learning methods, and is thoroughly planned, assessed and evaluated.
- Helps pupils understand a range of views and beliefs regarding relationships and sex in society – this includes confusion about gender, sex and sexuality from different sources, such as the media. (see Y6 computing)
- Helps pupils understand the law in relation to RSE, including their rights to confidentiality even if they are under the age of 16.
- Is closely linked to school-based and community health services and organisations.

Promotes equality in relationships, recognises and challenges gender inequality, and reflects girls’ and boys’ different experiences and needs.

Through this education, pupils are provided with the necessary skills needed to build positive, enjoyable, respectful and non-exploitive relationships, and ensure they know how to stay safe both online and offline.

Some aspects of this education are covered as part of the science national curriculum, and others are delivered through PSHE lessons.

RSE has three main elements: attitudes and values, personal and social skills, and knowledge and understanding. Schools should understand that RSE is not about teaching pupils to engage in sexual activity from an early age or promoting sexual orientation, but about understanding the importance of marriage and family life, stable and loving relationships, respecting, loving and caring for others, and good levels of sexual health.

### 1. Attitudes and values:

**Covered by Heartsmart assemblies, PHE within computing and thread of PHSE is all we say and do at school including the school values of caring and collaboration.**

- Understanding the importance of values, integrity and morals
- Understanding the value of family life, marriage, and stable and loving relationships for nurturing children

- Understanding the value of respecting, loving and caring for others
- Exploring, considering and understanding moral issues

## 2. Personal and social skills:

**Covered by Heartsmart assemblies, PHE within computing and thread of PHSE is all we say and do at school including the school values of caring and collaboration.**

- Understanding how to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Understanding how to make choices informed by recognising the difference of what is right and wrong, and by removing any prejudice
- Understanding what consequences may occur as a result of the decisions they make
- Understanding how to effectively manage conflict

Learning how to recognise and avoid exploitation and abuse developing critical thinking as part of decision-making

## 3. Knowledge and understanding

**Covered by the Science Curriculum – typeface green**

- Understanding the process of physical development at different life stages
- Understanding human sexuality, reproduction, emotions and relationships



## RSE curriculum map

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| <b>Policies</b>                         |                 | LAC policy<br>Healthy Eating/Lunchbox policy<br>Daily Mile every afternoon for air/exercise/conversation with teachers to catch up about needs   | Policy File /Web Site   |
| <b>LGBT</b>                             |                 | Children are taught about respect and difference. We have families in school with same sex parents, adopted families, single parents, grandparents in loco parentis. It is just a thread through school that every family is unique.<br>No Outsiders in our school covers the topic in an age appropriate way. | Response as required when respect not shown. Children are taught to understand and respect difference throughout their time here. |
| <b>Assemblies</b>                       | Spring Annually | Head completes Heart Smart Assemblies annually in assembly which is about mood regulation, friendships, falling in and out of friends and that we can choose how we feel and how to support mental wellbeing.  | Heart Smart   |
| <b>School reflection area/fish tank</b> | All year        | Space to reflect and find peace away from the crowds when needed   | School Peace garden<br>Fish Tank  |
| <b>Bereavement</b>                      | All year        | Designated TA to support children when they are sad or need time out in the school day.  | TA  |

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| <p><b>Year One</b></p> | <p>Science half a term</p> <p>ICT half termly</p> | <ul style="list-style-type: none"> <li>Label the human body, name parts and link the parts to the sense.</li> </ul> <p>Pupils learn that they can go to exciting places online, but they need to follow certain rules to remain safe</p> <p>PSHE - SEAL – Theme 6 Relationships. Sharing your opinions of things that matter and explain your views.</p> <p>EYFS –Understanding the World, investigates places, objects, materials and living things by using all the senses as appropriate Identifies some features and talks about the features, likes and dislikes.</p> <p>Idea: Identify safe places to play, what it feels like to be safe, use of the emotional barometer.</p> <p>Pupils learn that many websites ask for information that is private and discuss how to responsibly handle such requests</p> <p>PSHE – SEAL – Changes Preparing to play an active role as citizens, to recognise choices they can make, and recognise the difference between right and wrong.</p> <p>ICT – Exchanging &amp; sharing information, to present their completed work effectively [for example, for public display].</p> <p><u>No Outsiders</u></p> <p>To like the way I am</p> <p>To play with boys and girls</p> <p>To recognise that people are different ages</p> <p>To know we share the world with a lot of people</p> | <p>Topic based resources in school</p> |
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| <p><b>Year Two</b></p> | <p>Science half a term</p> <p>ICT half termly</p> | <ul style="list-style-type: none"> <li>● Finding out about the basic needs of animals and humans for survival. Water, food and air</li> <li>● Describe the importance of exercise for humans</li> <li>● Animals and human life cycle.</li> </ul> <p>Pupils understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them</p> <p>Pupils learn that the information they put online leaves a digital footprint or “trail.” This trail can be big or small, helpful or hurtful, depending on how they manage it.</p> <p>PSHE – SEAL – Relationships Identify and respect the differences and similarities between people.</p> <p>SEAL – Changes Preparing to play an active role as citizens, to recognise choices they can make, and recognise the difference between right and wrong.</p> <p>Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.</p> <p>PSHE – SEAL – Say no to bullying to recognize how their behavior affects other people, to realize consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Pupils discuss criteria for rating informational websites and apply them to an assigned site. Pupils learn that all websites are not equally good sources of information.</p> <p>PSHE – SEAL – Relationships. Recognise what they like and dislike.</p> <p><u>No Outsiders</u></p> <p>To understand what diversity is</p> <p>To understand what makes someone feel proud</p> <p>To feel proud of being unique</p> <p>To be able to work with everyone in my class</p> | <p>Topic based resources in school</p> |
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| <p><b>Year Three</b></p> | <p>Science half a term</p> <p>ICT half termly</p> | <ul style="list-style-type: none"> <li>● Nutrition- We are what we eat</li> <li>● Function of skeletons</li> </ul> <p>Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords</p> <p>Pupils explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.</p> <p><b>PSHE – SEAL – Relationships</b> Preparing to play an active role as citizens that they belong to various groups and communities, such as family and school.</p> <p>Pupils explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages.</p> <p><b>PSHE – SEAL – New Beginnings – Create a class charter for communication based on positive rules.</b></p> <p>Pupils learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey.</p> <p><b>PSHE: SEAL Getting on and falling out</b></p> <p>Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens</p> <p><b>PSHE: SEAL Good to be me</b></p> <p>How can you protect yourself from online identity theft? Pupils think critically about the information they share online.</p> <p><b>PSHE: Personal Wellbeing</b></p> <p>Use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behavior.</p> <p>Pupils consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils identify actions that will make them Upstanders in the face of cyberbullying.</p> <p><b>PSHE: SEAL Getting on and falling out, Bullying</b></p> <p>Pupils learn that copying the work of others and presenting it as one’s own is called plagiarism. They also learn about when and how it's ok to use the work of others.</p> <p><u>No Outsiders</u></p> <p>To understand how difference can affect someone and have strategies to help</p> | <p>Topic based resources in school</p> |
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someone who feels different To be welcoming  
 To understand what ‘discrimination’ means  
 To find a solution to a problem

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| <p><b>Year Four</b></p> | <p>Science half a term</p> <p>ICT half termly</p> | <ul style="list-style-type: none"> <li>• Describe the functions of the basic digestive system in humans</li> <li>• Identify different types of teeth</li> <li>• How to look after teeth.</li> </ul> <p>Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens</p> <p>PSHE: SEAL Good to be me</p> <p>How can you protect yourself from online identity theft? Pupils think critically about the information they share online.</p> <p>PSHE: Personal Wellbeing</p> <p>Use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behavior.</p> <p>Pupils consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils identify actions that will make them Upstanders in the face of cyberbullying.</p> <p>PSHE: SEAL Getting on and falling out, Bullying</p> <p><u>No Outsiders</u></p> <p>To know when to be assertive</p> <p>To understand why people choose to be married</p> <p>To overcome language as a barrier</p> <p>To ask questions to learn new things</p> <p>To be who you want to be.</p> | <p>Topic based resources in school</p> |
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| <p><b>Year Five</b></p> | <p>Science half a term</p> <p>ICT half termly</p> | <ul style="list-style-type: none"> <li>● Describe the changes as humans develop as they get older</li> <li>● Describe the process of reproduction in some plants and animals</li> <li>● Learn about the effect puberty has on changes in the body</li> </ul> <p>Pupils learn how to create secure passwords in order to protect their private information and accounts online.</p> <p>Pupils work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a We the Digital Citizens Pledge.</p> <p>Communication and collaboration -exploring the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created.</p> <p><b>ICT: Communication and collaboration</b><br/>exploring the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created, whilst acknowledging sources.</p> <p>Pupils learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.</p> <p><b>PSHE: Personal identities</b><br/>Understanding that identity is affected by a range of factors, including positive sense of self.</p> <p><b>Idea: “Who am I in the E-world?”</b></p> <p><u>No Outsiders</u><br/>To learn from our past<br/>To justify my actions<br/>To recognise when someone needs help<br/>To appreciate artistic freedoms<br/>To accept people who are different from me</p> | <p>School nurse led</p> |
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| <p><b>Year Six</b></p> | <p>Science half a term</p> <p>ICT half termly</p> | <ul style="list-style-type: none"> <li>● Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and liver.</li> <li>● Recognise the impact of diet, exercise and drugs and lifestyle on the ways in which bodies function.</li> <li>● Describe how nutrients and water are transported around the human body.</li> </ul> <p>Pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.</p> <p>Pupils explore Spider-Man's motto, "with great power comes great responsibility" through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.</p> <p>Communicating information - communicate and exchange information (including digital communication) effectively, safely and responsibly.</p> <p>Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.</p> <p>PSHE: SEAL Getting on and falling out, Bullying - Say no to bullying, to recognize how their behavior affects other people, to realize consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>Pupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for children.</p> <p>PSHE: Personal Wellbeing, critical reflection - reflect critically on their own and others' values.</p> <p>Develop self-awareness by reflecting critically on their behaviour and its impact on others</p> <p><u>No Outsiders</u></p> <p>To promote diversity</p> <p>To stand up to discrimination</p> <p>To challenge the causes of racism</p> <p>To consider how my life may change as I grow</p> <p>To recognise my freedom</p> | <p>Link with Wellacre – dissecting a pig heart</p> |
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