

Key stage 1 and 2

Relationships education: Key stage 1 and 2

KS1 R8:
to identify and respect the differences and similarities between people
KS1 R9:
identify their special people (family, friends, carers), what makes them special and how special people should care for one another
KS1 L4:
that they belong to different groups and communities such as family and school
KS2 R4:
to recognise different types of relationships, including those between acquaintances, friends, relatives and families

Topic 1: 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 from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them
- 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/civil partnership 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

KS2 R5:
that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment

KS1 H13:
about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
KS2 R3:
to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

KS1 R9:
to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
KS2 R2:
to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

KS1 R2:
to recognise that their behaviour can affect other people (Implicit in several bullet points in the guidance)
KS1 R4:
to recognise what is fair and unfair, kind and unkind, what is right and wrong (Implicit in several bullet points in the guidance)
KS1 R11:
that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

Topic 2: 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, truthfulness, trustworthiness, loyalty, trust, 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, how to manage these situations and how to seek help or advice from others, if needed

KS1 R6:
to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
KS1 R13:
to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
KS2 R12:
to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise

KS1 R12:
to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
KS2 R3:
to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

KS1 R8:
to identify and respect the differences and similarities between people
KS2 R10:
to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

KS1 L3:
that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)

Topic 3: Respectful Relationships

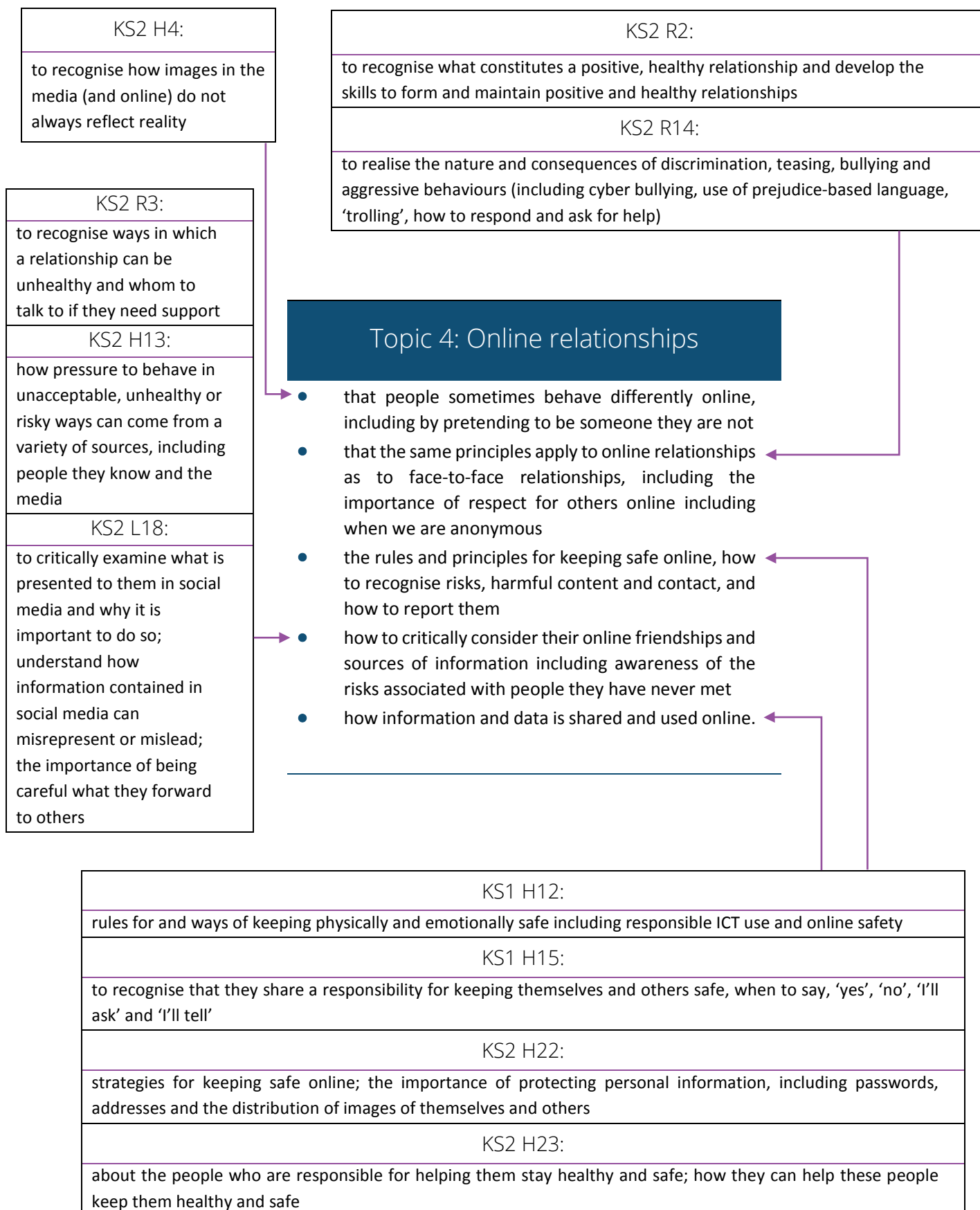
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- the conventions of courtesy and manners*
- the importance of self-respect and how 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 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

KS2 R21:
to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

KS2 R16:
to recognise and challenge stereotypes

KS1 R13:
recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
KS1 R14:
strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
KS2 R14:
to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
KS2 R18:
to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
KS2 L6:
to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk

* Implicit within many learning opportunities in the programme of study



KS2 R21:
to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy
KS2 H25:
how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or

KS1 H16:
what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy
KS1 R3:
the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
KS2 R9:
the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

Topic 5: 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 is 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 or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter who they do not know
- how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse
- where to get advice from e.g. family, school and/or other sources

KS1 R10 / KS2 R8:
to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond
KS2 H20:
about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact

KS1 H15:
to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'
KS2 H14:
to recognise when they need help and to develop the skills to ask for help

KS1 H13:
about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
KS2 H23:
about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

Physical health and mental wellbeing education: Key stage 1 and 2

KS1 H1:
what constitutes, and how to maintain, a healthy lifestyle
KS2 H1:
what positively and negatively affects their physical, mental and emotional health
KS2 H2:
how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

Topic 1: Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are

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KS2 H7:
to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

KS1 R1:
to communicate their feelings to others, to recognise how others show feelings and how to respond
KS1 H4:
about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
KS2 H6:
to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

KS1 H1:
KS1: H1: what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest
KS2 H1:
what positively and negatively affects their physical, mental and emotional health
KS2 L10:
to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

... Topic 1: Mental wellbeing (continued)

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)*
- it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible

KS1 H4:
about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

KS1 R13:
recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
KS2 R14:
to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
KS2 L6:
to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities

KS1 H13:
about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
KS2 H23:
about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe
KS2 H14:
to recognise when they need help and to develop the skills to ask for help...

* See also: Guidance on preparing to teach about mental health and emotional wellbeing: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and>

KS1 H1: what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest
KS2 H1: what positively and negatively affects their physical, mental and emotional health
KS2 H24: the responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.)

KS2 L2: why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations
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Topic 2: Internet Safety and Harms

- that for most people the internet is an integral part of life and has many benefits*
- about the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others' mental wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

KS2 R2: to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
KS2 R7: that their actions affect themselves and others

KS2 R18: how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
KS2 H13: how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
KS2 L18: to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

* Implicit within many learning opportunities in the programme of study. See also: *KS 1&2 Life Online planning framework*: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-online-planning-resource-ensure-your-pshe>

KS1 H1:
what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity
KS1 H2:
to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
KS2 H1:
what positively and negatively affects their physical, mental and emotional health
KS2 H2:
how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

Topic 3: Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines
- and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)

Topic 4: Healthy Eating

- what constitutes a healthy diet (including understanding calories, and nutritional content)
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health)

KS1 H1:
what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
KS2 H3:
to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

KS2 H1:
what positively and negatively affects their physical, mental and emotional health
KS2 H17:
which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

KS1 H11: that household products, including medicines, can be harmful if not used properly
KS2 H17: which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

Topic 5: Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Topic 6: Health and Prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body**
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene, including visits to the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.
- about immunisations.**

KS1 H1: what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
KS2 H1: what positively and negatively affects their physical, mental and emotional health
KS2 H2: how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

KS1 H6: the importance of, and how to, maintain personal hygiene
KS1 H7: how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading
KS2 H12: that bacteria and viruses can affect health and that following simple routines can reduce their spread

** Not covered explicitly in the current programme of study, however this will be reviewed when the final statutory guidance is published.