

Appendix 3: By the end of primary school pupils should know

Relationship Education **Statutory**

By the end of primary school: Pupils should know:		PSHE Ass PoS KS1	Y1	Y2	PSHE Ass PoS KS2	Y3	Y4	Y5	Y6
Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 	R2	Aut 2		R6	Spr 1			Sum 1 & 2
	<ul style="list-style-type: none"> 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. 	R1, R4	Aut 2		R8	Spr 1			
	<ul style="list-style-type: none"> 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. 	H22, R3	Aut 1 & 2		R2, R7	Spr 1			Sum 1 & 2
	<ul style="list-style-type: none"> 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. 	R3	Aut 2		R1, R6, R7	Spr1		Spr 2	Sum 1 & 2
	<ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	R4	Aut 1		R3, R5	Spr 1			Sum 1 & 2
	<ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	R5	Aut 1		R4, R9	Spr 1			Sum 1 & 2
Caring friendships	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. 	R6		Aut 1	R10	Aut 1			Aut 1 & 2
	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	R6		Aut 1	R11	Aut 1			
	<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	R7		Aut 1	R13, R14	Aut 1			

	<ul style="list-style-type: none"> 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. 	R8		Aut 1	R16				Sum 1 & 2
	<ul style="list-style-type: none"> 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. 	R9		Aut 1	R18	Aut 1		Spr 2	
Respectful relationships	<ul style="list-style-type: none"> 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. 	H22, R23, L4, L6	Aut 1 & 2		R32, R33, L6	Spr 2		Aut 1	
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	R6, R8		Aut 1	R33, R34	Spr 2	Sum 1	Aut 2	Spr1 & 2
	<ul style="list-style-type: none"> the conventions of courtesy and manners. 	R22	Sum 2	Aut 2	R33	Spr 2			
	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. 	H21, H23, R22	Aut 1 Sum 2	Aut 2	R31		Aut 2		
	<ul style="list-style-type: none"> 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. 	R22, H22	Aut 1 Sum 2	Aut 2	R31		Aut 2		
	<ul style="list-style-type: none"> 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. 	R10, R11, R12		Aut 2	R19, R20, R28	Aut 2	Aut 2 Sum 2		
	<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	L4	Aut 2		R21, L7, L8, L9	Spr 2	Aut 2	Aut 1	
	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	R15, R17	Sum 1	Aut 2	R22, R26	Aut 2	Aut 2	Spr 2	

Online relationships	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 	R14		Spr 2	R23		Sum 2		
	<ul style="list-style-type: none"> that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 	R12		Aut 2	R24, R30, R31		Aut 2 Sum 2	Spr 2	
	<ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	R20	Sum 1	Aut 2	R24, R29	Aut 2	Aut 2 Sum 2	Spr 2	
	<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	R15	Sum 1		R24		Sum 2	Spr 2	
	<ul style="list-style-type: none"> how information and data is shared and used online. 	H34		Spr 2	L13, L14				Spr 1 & 2
Being safe	<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 	R17	Aut 2		R22		Aut 2		
	<ul style="list-style-type: none"> 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. 	R13, R18	Aut 1	Spr 2	R27		Aut 2		
	<ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	R13	Aut 1		H45, R25	Aut 2	Aut 2		Aut 1 & 2
	<ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	R14, R15, R19	Sum 1	Spr 2	R24		Sum 2	Spr 2	
	<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. 	R20	Sum 1	Spr 2	R29	Aut 2	Aut 2 Sum 2	Spr 2	
	<ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	R20	Sum 1	Spr 2	R29	Aut 2	Aut 2 Sum	Spr 2	

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	<ul style="list-style-type: none"> how to report concerns or abuse, and the vocabulary and confidence needed to do so. 	R20	Sum 1	Spr 2	R29, H45	Aut 2	Aut 2 Sum 2	Spr 2	Aut 1 & 2
	<ul style="list-style-type: none"> where to get advice e.g. family, school and/or other sources. 	R20	Sum 1	Spr 2	R29	Aut 2	Aut 2 Sum 2	Spr 2	

Health Education **non-statutory**

	By the end of primary school: Pupils should know:	PSHE Ass PoS KS1	Y1	Y2	PSHE Ass PoS KS2	Y3	Y4	Y5	Y6
Changing adolescent body	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from the age 9 through to age 11, including physical and emotional changes. 	H25, H26	Aut 1 & Sum 2		H30, H31, H32, H34	Aut 2	Spr 2	Sum 1	Sum 1 & 2
	<ul style="list-style-type: none"> about menstrual wellbeing including the key facts about the menstrual cycle. 				H30, H31	Aut 2	Spr 2		Sum 1 & 2