Micklehurst All Saints CE Primary School – RSE Whole School Overview

Year Group	Health & Wellbeing	Relationships	Living in the Wider World
Year 1	H10. The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.	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. R9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	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). L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.
Year 2	H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. H14. About the ways that pupils can help the people who look after them to more easily protect them. 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' including knowing that they do not need to keep secrets.	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. R8. To identify and respect the differences and similarities between people. R10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). R11. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).	L4. That they belong to different groups and communities such as family and school. L8. Ways in which they are all unique; understand that there has never been and will never be another 'them.' L9. Ways in which we are the same as all other people; what we have in common with everyone else.

Year 3	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. H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. 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.	R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond. 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.'	
Year 4	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. H18. How their body will, and their emotions may, change as they approach and move through puberty.	R8. To judge what kind of physical contact is acceptable or unacceptable, and how to respond. 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). R16. To recognise and challenge stereotypes.	L3. To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. L4. That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.

Year 5	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. H18. How their body will, and their emotions may, change as they approach and move through puberty. H19. About human reproduction. H24. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)	R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. R4. To recognise different types of relationship, including those between acquaintances, friends, relatives and families. R13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). R16. To recognise and challenge stereotypes. R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation. R18. How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). 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.	
Year 6	H18. How their body will, and their emotions may, change as they approach and move through puberty. H20. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. 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 are concerned by such a request.	R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. 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. R6. That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation. R19. That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.	L5. To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM). L17. To explore and critique how the media present information. 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 other.

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