

# 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 education specialists BigTalk Education (BTE) who provide highly trained facilitators who have specialist knowledge in how to answer children's questions about reproduction, puberty etc. in an **age-appropriate** manner.

**It is in line with Government Guidelines released in July 2025** which is statutory from **September 2026**.

It is a spiral curriculum therefore pupils will see the same topics throughout their school journey, with each annual session increasing in complexity and reinforcing previous learning. Consequently, the topics included for Nursery and KS1 are included right through to year 6.

The table on the following pages of this document shows the curriculum as it relates to the topic areas included within the Department for Education's RSE Guidance by the school years in which it is introduced.

Please note that the statutory RSE guidance states that children must cover puberty and reproduction as part of the science curriculum and should not be withdrawn from these sessions.

Table 1 – Curriculum by Year Group

<b>Growing Up Safe Programme Curriculum</b>		
<b>Nursery</b>	<b>Topic Area</b>	<b>New Content Introduced at Each Year Group</b>
	Families people who care for me	Families are important for children growing up safe and happy because they can provide love, security and stability. ±
		The characteristics of safe and happy family life, such as commitment to each other, including times of difficulty, protection and care for children and other family members. ±
		How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed. ±
	Respectful, kind relationships	How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings including disappointment and frustration. ±
		That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different. ±
		The conventions of courtesy and manners. ±
		How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. ±
	Being safe	That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact including physical contact. ±
		How to report abuse, concerns about something (seen online) or experienced in real life or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. ±
		How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. ±
	<b>National Curriculum for Science</b>	Teaching about the main external body parts. ‡

Continued overleaf.

<b>Building on previous learning plus the inclusion of the content below</b>		
<b>Foundation/ Reception Year 1</b>	<b>Topic Area</b>	<b>New Content Introduced</b>
	Families and people who care for me	That the families of other children, 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. ±
		That stable, caring relationships are at the heart of safe and 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. ±
		That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. ±
		How to manage conflict, and that resorting to violence is never right. ±
		How to recognise when a friendship is making them feel unhappy or uncomfortable and how to get support when needed. ±
	Respectful, kind relationships	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. ±
		Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. ±
		What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. ±
	Being safe	How to respond safely and appropriately to adults they may encounter, include those they do and do not know. ±
		How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. ±

Continued overleaf.

**Building on previous learning plus the inclusion of the content below**

<b>Year 2 Year 3</b>	<b>Topic Area</b>	<b>New Topics Introduced</b>
	Families people who care for me	That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ±
	Caring friendships	The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthy, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ±
	Respectful, kind relationships	<p>How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. ±</p> <p>The importance of self-respect and how this links to their own happiness. Pupils should have the opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. ±</p> <p>The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult and how to get help). ±</p>
	Online safety and awareness	<p>That people should be respectful of online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online and strategies for resisting peer pressure. ±</p> <p>How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including to be someone else or pretending to be a child and that this can lead to dangerous situations. How to recognise harmful content and harmful contact, and how to report this. ±</p>

		The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. ±
		That the internet contains a lot of content that can be inappropriate and upsetting for children and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. ±
	Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. ±
	Being safe	The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ±
	Wellbeing online	Why social media, some apps, computer games and online gambling including gambling sites, are age restricted. *

**Building on previous learning plus the inclusion of the content below**

<b>Year 4</b>	<b>Topic Area</b>	<b>New Topics Introduced</b>
	Families and people who care for me	Reinforcing previous learning.
	Caring friendships	That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. ±
		That most friendships have ups and downs, and that these can often be worked through so that friendship is repaired or even strengthened. ±
	Respectful, kind relationships	Pupils should have the opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. ±
	Online safety and awareness	That there is a minimum age for joining social media sites, which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children or adults. ±
	Being safe	Reinforcing previous learning.

General wellbeing		The benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness. Simple selfcare techniques including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. *
		The importance of promoting general wellbeing and physical health. *
		The range and scale of emotions (e.g Happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, effect different people at different times and are not in themselves a mental health condition. *
		How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. *
		That bullying (including cyber bullying) has a negative and often lasting impact on their mental wellbeing and how to seek help for themselves and others. *
	Wellbeing online	That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. *
		Where and how to report concerns and get support with issues online. *
Health protection and prevention		The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and the ability to learn. *
Developing Bodies		About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human life cycle and puberty should be discussed as a stage in this process.*
		The correct names of body parts including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all these parts of the body are private and have skills to understand and express their own boundaries around their own body parts. *
		The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them to understand what to expect and avoid distress. *
<b>Building on previous learning plus the inclusion of the content below</b>		
<b>Year 5 Year 6</b>	All areas	Reinforcement and pupil led learning.

± Included in 2025 Guidance for Primary (Statutory)

‡ Also included in the national curriculum for Science in KS1/KS2

\* Included in 2025 Guidance for Primary: Health and Wellbeing