

	Healthy bodies, healthy minds	Healthy and happy friendships	Caring and responsibility	Similarities and differences	Families and committed relationships	Coping with change
Y1	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Forming friendships and how kind or unkind behaviours impact other people.	Identifying who our special people are and how they keep us safe.	Similarities and differences between people and how to respect and celebrate these.	What a family is (including difference and diversity between families), and why families are important and special.	Growing from young to old and how we have changed since we were born.
Y2	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	The different communities and groups we belong to and how we help and support one another within these.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different people in our families, and how families vary.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Being a food friend and respecting personal boundaries and safe/unsafe situations.	Our responsibilities and ways we can care and show respect for others.	Respecting and valuing differences. Shared values of communities.	Different types of committed relationships and the basic characteristics of these.	Coping with feelings around the changes in our lives.
Y4	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Rights and responsibilities within families and wider society, including the UN Convention of the Rights of the Child.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	Identify and peer pressure off- and online. Positive emotional health and wellbeing.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	Celebrating strengths, setting goals and keeping ourselves safe online.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	Being the healthiest me; ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Identity and behaviour online and offline. Reflecting on how people feel when they don't fit in.	Being the healthiest me; ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

As part of our Relationships topic, different types of families are discussed. Gender identity is not part of the statutory curriculum, however as we live in a digital age, children are aware of our wider society and some of the areas studied, particularly around respecting others' beliefs and choices may prompt questions. We want to reassure you that if and when these questions are asked, they will be dealt with sensitively and in an age appropriate manner, whether that be 1:1 with the child or part of a class discussion. Children are always encouraged to talk about this at home as well.

Should parents have any concerns or worries around the delivery and content of the RSHE curriculum then please contact your child's class teacher who will be able to offer clarity over what the lessons involve.