

## Coverage of RSE Objectives

### Relationships Education (Primary)

54. The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Coverage: [Term 2](#) and [Term 5](#)

55. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Coverage: [Term 2](#), [Term 5](#) and [SRE lessons](#)

56. Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Coverage: [Term 2](#), [Term 5](#) and [SRE lessons](#)

57. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

Coverage: [Term 2](#), [Term 5](#) and [SRE lessons](#)

58. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Coverage: [Term 2](#), [Term 4](#), [Term 5](#) and [SRE lessons](#)

59. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Coverage: [Term 2](#), [Term 5](#), [Term 6](#) and [SRE lessons](#)

60. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Coverage - [Term 1](#)

61. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Coverage - [Term 3](#)

62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Coverage: [Term 2](#), [Term 5](#) and [SRE lessons](#)

By the end of primary school:

RSE Focus	What pupils should know	Coverage in Let's Talk
A Families and People who Care	<p>1) that families are important for children growing up because they can give love, security and stability.</p> <p>2) 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.</p> <p>3) 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.</p> <p>4) 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.</p> <p>5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>6) how to recognise if family relationships are making them feel unhappy</p>	<p>A1 – T2 WI</p> <p>A2 – T2 WI</p> <p>A3 – T2 WI, T2 W5, T6 WI</p> <p>A4 – T2 WI, T3 W3, T3 W4, T5 WI, T5 W2</p> <p>A5 – T2 WI</p> <p>A6 – T2 W6, T5 WI, T5 W3</p>
B Caring Friendships	<p>1) how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>2) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>3) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>4) 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.</p>	<p>B1 – T2 W4, T3 W3, T5 WI, T5 W2,</p> <p>B2 – T5 WI, T5 W2, T5 W4,</p> <p>B3 – T5 WI, T5 W2, T5 W4</p> <p>B4 – T5 WI, T5 W6, T6 W6</p> <p>B5 – T2 WI, T5 WI, T5 W3, T5 W5, T5 W6</p>

	5) 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.	
C Respectful Relationships	<p>1) 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.</p> <p>2) practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>3) the conventions of courtesy and manners.</p> <p>4) the importance of self-respect and how this links to their own happiness.</p> <p>5) 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.</p> <p>6) 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.</p> <p>7) what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>8) the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>C1 – T2 W5, T5 W1, T6 W1</p> <p>C2 – T2, W5, T2 W6, T5 W1, T5 W3, T5 W6</p> <p>C3 – T5 W2</p> <p>C4 – T3 W1, T3, W2, T3, W5</p> <p>C5 – T5 W2, T6 W1, T6 W2</p> <p>C6 – T2 W2, T2 W3, T4 W4</p> <p>C7 – T2 W5, T6 W1</p> <p>C8 – T5 W1, T5 W3</p>
D Online relationships	<p>1) that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>2) 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.</p> <p>3) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>4) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>5) how information and data is shared and used online.</p>	<p>D1 – T2 W2, T4 W5</p> <p>D2 – T2 W2, T4 W5</p> <p>D3 – T2 W2, T4 W5, T5 W1, T6 W1</p> <p>D4 – T2 W2, T4 W5,</p> <p>D5 – T2 W2, T4 W5,</p>
E Being Safe	<p>1) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>2) 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.</p>	<p>E1 – T2 W2, T5 W1, T5 W3,</p> <p>E2 – SRE (Y2 L3)</p>

	<p>3) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>4) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>5) how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>6) how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>7) how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>8) where to get advice e.g. family, school and/or other sources</p>	<p>E3 – SRE (Y3 W2, Y6 W2)</p> <p>E4 – T2 W1, T2 W2, T4 W5, T5 W1, T5 W3,</p> <p>E5 – T2 W1, T2 W2, T4 W5, T5 W1, T5 W3,</p> <p>E6 – SRE (EYFS W3, Y1 W3, Y2 W3)</p> <p>E7 – T5 W3</p> <p>E8 – T2 W5, T2 W6, T5 W3,</p>
--	---	---

### Physical health and mental wellbeing

83. The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Coverage: [Term 4](#)

84. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

Coverage: [Term 3](#) and [Term 4](#)

85. It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Coverage: [Term 1](#)

86. Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Coverage: [Term 1](#), [Term 3](#) and [Term 4](#)

87. Schools have flexibility to design and plan age-appropriate subject content, but this guidance sets out core areas for health and wellbeing that are appropriate for primary and secondary aged pupils.

Coverage: [Term 4](#) and [SRE](#)

88. Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Coverage: [Term 4](#) and [SRE](#)

#### Menstruation

89. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.

Coverage: [SRE](#)

#### Physical health and mental wellbeing: Primary

90. The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Coverage: [Term 3](#) and [Term 4](#)

91. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are

feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Coverage: [Term 1](#), [Term 3](#) and [Term 4](#)

92. Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Coverage: [Term 1](#), [Term 3](#) and [Term 4](#)

93. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Coverage: [Term 1](#), [Term 3](#) and [Term 4](#)

94. Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Coverage: [Term 1](#), [Term 3](#), [Term 4](#) and [Term 6](#)

95. Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

Coverage: [Term 2](#) and [Term 4](#)

96. A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Coverage: [Term 1](#), [Term 2](#), [Term 3](#) and [Term 4](#)



RSE Focus	What pupils should know	Coverage in Let's Talk
F Mental wellbeing	<p>1) that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>2) that there is a normal range of emotions (eg. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>3) 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.</p> <p>4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>9) 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).</p> <p>10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>	<p>F1 – T3 W1, T3 W2, T3 W5 F2 – T1 W2, T5 W2,</p> <p>F3 – T1 W2, T3 W1, T3 W2, T3 W5, T5 W2 F4 – T3 W1, T3 W2, T3 W3, T3 W5 F5 – T4 W3</p> <p>F6 – T4 W3</p> <p>F7 – T3 W1, T3 W2, T3 W5</p> <p>F8 – T2 W2, T2 W3</p> <p>F9 – T3 W1, T5 W3</p> <p>F10 – T3 W1, T3 W2, T3 W5</p>
G Internet safety and harms	<p>1) that for most people the internet is an integral part of life and has many benefits.</p> <p>2) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>3) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>4) why social media, some computer games and online gaming, for example, are age restricted.</p>	<p>G1 – T2 W2, T4 W5 G2 – T4 W4, T4 W5</p> <p>G3 – T2 W2, T4 W5</p> <p>G4 – T2 W2, T4 W5</p>



	<p>5) 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.</p> <p>6) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>7) where and how to report concerns and get support with issues online.</p>	<p>G5 - T2 W2, T4 W5</p> <p>G6 - T2 W2, T4 W5</p> <p>G7 - T2 W2, T3 W1, T4 W5</p>
H Physical Health and fitness	<p>1) the characteristics and mental and physical benefits of an active lifestyle.</p> <p>2) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>3) the risks associated with an inactive lifestyle (including obesity).</p> <p>4) how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>H1 - T4 W3</p> <p>H2 - T4 W3</p> <p>H3 - T4 W3</p> <p>H4 - T3 W1, T4 W3</p>
I Healthy eating	<p>1) what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>2) the principles of planning and preparing a range of healthy meals.</p> <p>3) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg. the impact of alcohol on diet or health).</p>	<p>I1 - T4 W2</p> <p>I2 - T4 W2</p> <p>I3 - T4 W3</p>
J Drugs, alcohol and tobacco	<p>1) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p>J1 - T4 W4</p>

K Health and prevention	1) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6) the facts and science relating to allergies, immunisation and vaccination.	K1 – T4 W3, T4 W4  K2 – T4 W4  K3 – T4 W1  K4 – T4 W2  K5 – T4 W6, SRE EYFS W1, SRE Y4 W3 K6 – T4 W6
L Basic first aid	1) how to make a clear and efficient call to emergency services if necessary. 2) concepts of basic first-aid, for example dealing with common injuries, including head injuries.	L1 – T4 W6 L2 – T4 W6
M Changing adolescent body	1) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2) about menstrual wellbeing including the key facts about the menstrual cycle.	M1 – SRE  M2 – SRE

## National curriculum subjects: citizenship, science, computing and PE

IO4. Relationships Education, RSE and Health Education complement several national curriculum subjects. Where schools are teaching the national curriculum, they should look for opportunities to draw links between the subjects and integrate teaching where appropriate. There continues to be no right of withdrawal from any part of the national curriculum.

## ONLINE SAFETY COVERAGE (EYFS – YEAR 6):

Online safety is weaved into lessons in both the re-connect pages and also features heavily in KS2 lessons that involve children answering scenarios. You can see examples of these below the overview.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
T2 W2 – Online relationships	I will know how to spot safe strangers.	I will know that online strangers can be harmful.	I will know the questions that I should not answer.	I will know the danger signs with online relationships.	I will know that people can behave differently online.	I will know how to critically consider online relationships.	I will know how to avoid oversharing on the internet.
T4 W5 – Internet Safety	I will know how to be careful online.	I will know that there are scary videos on the internet.	I will know about the internet.	I will know how to stay safe on the internet.	I will know why we should comply with age restrictions on the internet.	I will know the positives and negatives of the internet and social media.	I will know how to manage the dangers of social media.
				T4 W4 – I will know the dangers of screen time.			T3 W6 – I will know that some habits (screen time) are harmful for wellbeing

106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

Sex Education and Keeping Safe				<i>PSHE guidance 67 should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.</i>			
Lesson	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

I –	<p>I will know the importance of being clean and hygienic.</p> <p>PSHE Association - H5. simple hygiene routines that can stop germs from spreading</p>	<p>I will know the main parts of the body.</p> <p>Year 1 Science: identify, name, draw and label the basic parts of the human body (including penis and vulva)</p>	<p>I will know how I will change as I get older.</p> <p>Year 2 Science: notice that animals, including humans, have offspring which grow into adults</p>	<p>I will know the positive qualities that build self-esteem.</p> <p><i>RHE guidance 60: growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks.</i></p>	<p>I will know about menstruation.</p> <p>KS2 PSHE: key facts about puberty and the changing adolescent body: about menstrual wellbeing including the key facts about the menstrual cycle</p>	<p>I will know how my body changes and develops through puberty.</p> <p>KS2 PSHE: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>(sweating, body hair, spots, changing shape, managing emotions, menstruation, wet dreams)</p> <p>Year 5 Science: describe the changes as humans develop to old age (puberty)</p>	<p>I will know how humans reproduce.</p> <p>Year 6 Science: recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>
-----	---	--	--	--	---	--	---

2	<p>I will know that some things need to be kept private.</p> <p><i>RHE guidance 62: Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.</i></p>	<p>I will know the needs of babies and young children.</p> <p>PSHE Association - H26. about growing and changing from young to old and how people's needs change</p>	<p>I will know when physical contact is unacceptable.</p> <p>RHE guidance 55: Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact</p>	<p>I will know how to respond to unwanted physical contact.</p> <p><i>RHE guidance 55: Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact</i></p>	<p>I will know how my body changes and develops.</p> <p>KS2 PSHE: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>	<p>I will know how the process of puberty relates to human reproduction.</p> <p>Year 5 Science: describe the life process of reproduction in some plants and animals</p>	<p>I will know what is appropriate in friendships and wider relationships.</p> <p><i>RHE guidance 60: Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.</i></p>
---	--	--	--	---	--	--	---

3	<p>I will know what to do if someone's touch makes me feel unsafe.</p> <p><i>RHE guidance 55: Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact</i></p>	<p>I will know how to make sure that my worries are heard.</p> <p><i>RHE guidance 62: Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.</i></p>	<p>I will know the difference between a surprise and a secret.</p>	<p>I will know how to reduce the risk of hazards outside of the home.</p>	<p>I will know hygiene strategies to manage the changes during puberty.</p> <p>KS2 PSHE: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>	<p>I will know why discrimination is harmful.</p> <p><i>RHE guidance 37: expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum</i></p> <p><i>RHE guidance 30: Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled</i></p> <p><i>RHE guidance 31: schools should put in place additional support for pupils with particular protected characteristics (which</i></p>	<p>I will know how the media can affect my self-esteem.</p> <p><i>RHE guidance 58: The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet.</i></p>
---	--	--	--	---	---	--	--

						<p><i>mean that they are potentially at greater risk). Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, (sexual orientation, discrimination, homophobia)</i></p>	
--	--	--	--	--	--	---	--

107. The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

Coverage: [Term 2](#) and [Term 4](#)

108. The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.



Coverage: [Term 4](#)

109. Schools need to consider how they can ensure that Relationships Education, RSE and Health Education complement existing national curriculum subjects and whole school approaches to wellbeing and health. For example, health education can complement what is taught through PE by developing core knowledge and broader understanding that enables people to lead healthy, active lives and citizenship can 40 complement all of the new subjects in the coverage of law. Schools should tailor their curriculum to meet the needs of their pupils.