**Rational**

From September **2020**, primary schools must begin delivery of **statutory** Relationships Education and Health Education. To support this process GHLL have designed a simplified version of the curriculum requirements (beginning with Relationship Education). Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. With the focus on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

**Suggested reading and resources**

To help embed the RSE curriculum across an institution GHLL recommend the following

1. The DFE statutory guidance for Relationship Education and health Education <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

It 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’  **The school’s policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.**

**How to use this document**

This document has been produced as simplified version of the DFE statutory guidelines. This will enable you to assess your current curriculum content to the DFE guidelines and identify areas of strength and areas for support and/or development.

Please consider that the RSE and Health Education programmes should complement the content of citizenship, science, computing and PE and not duplicate.

Read each statement and RAG rate it.

* Red this is not being addressed.
* Amber this is being partially addressed (you may wish to add when and with which Year group)
* Green this is being fully addressed (you may wish to add when and with which year group)

**Once you have RAG rated the curriculum content. Consider the following**

1. What are you doing well?
2. What do you do that could/should be developed further?
3. Do you require support to enable these developments?

|  |  |  |  |
| --- | --- | --- | --- |
| Families and people who care for me |  | Time of the Year  which Year group  Name of Resource used | Time of the Year  which Year group  Name of Resource used |
| Importance of family |  |  |  |
| Characteristics of healthy family life |  |  |  |
| Respect for family diversity |  |  |  |
| Importance of stable relationships |  |  |  |
| Marriage/civil partnership as legally recognised commitment |  |  |  |
| How to recognise if family relationships are unsafe situations and how to seek advice/help |  |  |  |

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|  |  |  |  |
| --- | --- | --- | --- |
| Caring friendships |  | Time of the Year  which Year group  Name of Resource used | Time of the Year  which Year group  Name of Resource used |
| Importance of friendships |  |  |  |
| How we choose to make friends |  |  |  |
| Characteristics of friendships  including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences |  |  |  |
| Benefits of healthy friendships |  |  |  |
| How to maintain a healthy friendship |  |  |  |
| How to recognise unhealthy friendships and seek help |  |  |  |

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|  |  |  |  |
| --- | --- | --- | --- |
| Respectful Relationships |  | Time of the Year  which Year group  Name of Resource used | Time of the Year  which Year group  Name of Resource used |
| Importance of respecting others |  |  |  |
| Conventions of courtesy and manners |  |  |  |
| Importance of self-respect and our own happiness |  |  |  |
| Requirement to respect others |  |  |  |
| Types of bullying, impact and how to get help |  |  |  |
| Stereotypes and their impact |  |  |  |
| Importance of Permission seeking in relationships |  |  |  |

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|  |  |  |  |
| --- | --- | --- | --- |
| Online relationships |  | Time of the Year  which Year group  Name of Resource used | Time of the Year  which Year group  Name of Resource used |
| How information and data is shared and used online. |  |  |  |
| People behave differently online |  |  |  |
| Same relationship principles apply online |  |  |  |
| Rules for keeping safe online |  |  |  |
| How to recognise risks, harmful content, and contact, and how to report them. |  |  |  |
| How to critically consider online content |  |  |  |

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|  |  |  |  |
| --- | --- | --- | --- |
| Being safe |  | Time of the Year  which Year group  Name of Resource used | Time of the Year  which Year group  Name of Resource used |
| Appropriate boundaries in friendships with peers and others (including in a digital context). |  |  |  |
| Your body belongs to you differences between appropriate and inappropriate or unsafe physical, and other, contact. |  |  |  |
| How to respond to adults you do not know |  |  |  |
| Asking for help and reporting feeling unsafe and abuse |  |  |  |
| What privacy means including that it is not always right to keep secrets if they relate to being safe. |  |  |  |
| Where to get advice and support |  |  |  |

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