HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Curriculum Intent Grid – Sex & Relationships Education

Reception

Name: _____.

<table>
<tr><th colspan="3"></th></tr>
<tr>
<td rowspan="3">RECEPTION</td>
<td>3 and 4 Year Olds</td>
<td>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.
Start a conversation with an adult or a friend and continue it for many turns.
Develop their sense of responsibility and membership of a community.
Help to find solutions to conflicts and rivalries.
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Understand gradually how others might be feeling.
Begin to make sense of their own life-story and family's history.
Show interest in different occupations.
Continue developing positive attitudes about the differences between people.
Know that there are different countries in the world</td>
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<tr>
<td>Children in Reception</td>
<td>See themselves as a valuable individual.
Build constructive and respectful relationships.
Express their feelings and consider the feelings of others.
Show resilience and perseverance in the face of challenge.
Identify and moderate their own feelings socially and emotionally.
Think about the perspectives of others.
Talk about members of their immediate family and community.
Name and describe people who are familiar to them.
Recognise that people have different beliefs and celebrate special times in different ways.</td>
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<tr>
<td>**Early Learning Goal**</td>
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Year 1

Name: _____.

Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work
about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family	about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission	what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns	about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling	how and why people use the internet the benefits of using the internet and digital devices how people find things out and communicate safely with others online	that everyone has different strengths, in and out of school about how different strengths and interests are needed to do different jobs about people whose job it is to help us in the community about different jobs and the work people do

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Year 2

Name: _____.

Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work
how to be a good friend, e.g. kindness, listening, honesty

about different ways that people meet and make friends

strategies for positive play with friends, e.g. joining in, including others, etc.

about what causes arguments between friends

how to positively resolve arguments between friends

how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else | how to recognise hurtful behaviour, including online

what to do and whom to tell if they see or experience hurtful behaviour, including online

about what bullying is and different types of bullying and how someone may feel if they are being bullied

about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help

how to resist pressure to do something that feels uncomfortable or unsafe

how to ask for help if they feel unsafe or worried and what vocabulary to use | about the things they have in common with their friends, classmates, and other people

how friends can have both similarities and differences

how to play and work cooperatively in different groups and situations

how to share their ideas and listen to others, take part in discussions, and give reasons for their views | about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups

about different rights and responsibilities that they have in school and the wider community

about how a community can help people from different groups to feel included

to recognise that they are all equal, and ways in which they are the same and different to others in their community | the ways in which people can access the internet e.g. phones, tablets, computers

to recognise the purpose and value of the internet in everyday life

to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true | about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments

how money can be kept and looked after

about getting, keeping and spending money

that people are paid money for the job they do

how to recognise the difference between needs and wants

how people make choices about spending money, including thinking about needs and wants |
| | | | | | |

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Year 3

Name: _____.

Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work
to recognise and respect that there are different types of families, inc single parents, same-sex parents, step-parents, blended families, foster and adoptive that being part of a family provides love, support, stability about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe	What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying what to do and whom to tell if they see or experience bullying or hurtful behaviour	to recognise respectful behaviours e.g. helping or including others, being responsible how to model respectful behaviour in different situations e.g. at home, at school, online the importance of self-respect and their right to be treated respectfully by others what it means to treat others, and be treated, politely the ways in which people show respect and courtesy in different cultures and in wider society	the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken what human rights are and how they protect people to identify basic examples of human rights including the rights of children about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn	how the internet can be used positively for leisure, for school and for work to recognise that images and information online can be altered or adapted and the reasons for why this happens strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play or a website is appropriate for their age-group to make safe, reliable choices from search results how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM about some of the skills needed to do a job, such as teamwork and decision-making to recognise their interests, skills and achievements and how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby

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Year 4

Name: _____.

Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work
about the features of positive healthy friendships such as mutual respect, trust and sharing interests

strategies to build positive friendships

how to seek support with relationships if they feel lonely or excluded

how to communicate respectfully with friends when using digital devices

how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know

what to do or whom to tell if they are worried about any contact online | to differentiate between playful teasing, hurtful behaviour and bullying, including online

how to respond if they witness or experience hurtful behaviour or bullying, including online

recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable

how to manage pressures associated with dares

when it is right to keep or break a confidence or share a secret

how to recognise risks online such as harmful content or contact

how people may behave differently online including pretending to be someone they are not

how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online | to recognise differences between people such as gender, race, faith

to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations

about the importance of respecting the differences and similarities between people

a vocabulary to sensitively discuss difference and include everyone | the meaning and benefits of living in a community

to recognise that they belong to different communities as well as the school community

about the different groups that make up and contribute to a community

about the individuals and groups that help the local community, including through volunteering and work

how to show compassion towards others in need and the shared responsibilities of caring for them | that everything shared online has a digital footprint

that organisations can use personal information to encourage people to buy things

to recognise what online adverts look like

to compare content shared for factual purposes and for advertising

why people might choose to buy or not buy something online e.g. from seeing an advert

that search results are ordered based on the popularity of the website and that this can affect what information people access | how people make different spending decisions based on their budget, values and needs

how to keep track of money and why it is important to know how much is being spent

about different ways to pay for things such as cash, cards, e-payment and the reasons for using them

that how people spend money can have positive or negative effects on others e.g. charities, single use plastics |
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Year 5

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Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work
what makes a healthy friendship and how they make people feel included and strategies to help someone feel included

about peer influence and how it can make people feel or behave

the impact of the need for peer approval in different situations, including online

strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication

that it is common for friendships to experience challenges

strategies to positively resolve disputes and reconcile differences in friendships

that friendships can change over time and the benefits of having new and different
    types of friends

how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable and how to seek support in relation to friendships | to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations

how to ask for, give and not give permission for physical contact

how it feels in a person's mind and body when they are uncomfortable

that it is never someone's fault if they have experienced unacceptable contact

how to respond to unwanted or unacceptable physical contact

that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about

whom to tell if they are concerned about unwanted physical contact | to recognise that everyone should be treated equally

why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

what discrimination means and different types of discrimination e.g. racism, sexism, homophobia

to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment the impact discrimination has on individuals, groups and wider society

ways to safely challenge discrimination

how to report discrimination online | about how resources are allocated and the effect this has on individuals, communities and the environment

the importance of protecting the environment and how everyday actions can either support or damage it

how to show compassion for the environment, animals and other living things

about the way that money is spent and how it affects the environment

to express their own opinions about their responsibility towards the environment | to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise

basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased

that some media and online content promote stereotypes

how to assess which search results are more reliable than others

to recognise unsafe or suspicious content online

how devices store and share information | to identify jobs that they might like to do in the future

about the role ambition can play in achieving a future career

how or why someone might choose a certain career

about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values

the importance of diversity and inclusion to promote people's career opportunities

about stereotyping in the workplace, its impact and how to challenge it

that there is a variety of routes into work e.g. college, apprenticeships, university, training |
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Year 6

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Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work
what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith the difference between gender identity and sexual orientation and everyone's right to be loved about the qualities of healthy relationships that help individuals flourish ways in which couples show their love and commitment to one another, including those who are not married or who live apart what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults that people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal how and where to report forced marriage or ask for help if they are worried	to compare the features of a healthy and unhealthy friendship about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares' how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations	about the link between values and behaviour and how to be a positive role model how to discuss issues respectfully how to listen to and respect other points of view how to constructively challenge points of view they disagree with ways to participate effectively in discussions online and manage conflict or disagreements	what prejudice means to differentiate between prejudice and discrimination how to recognise acts of discrimination strategies to safely respond to and challenge discrimination how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups how stereotypes are perpetuated and how to challenge this about the benefits of safe internet use e.g. learning, connecting and communicating	how and why images online might be manipulated, altered, or faked how to recognise when images might have been altered why people choose to communicate through social media and some of the risks and challenges of doing so that social media sites have age restrictions and regulations for use the reasons why some media and online content is not appropriate for children how online content can be designed to manipulate people's emotions and encourage them to read or share things about sharing things online, including rules and laws relating to this how to recognise what is appropriate to share online how to report inappropriate online content or contact	about the role that money plays in people's lives, attitudes towards it and what influences decisions about money about value for money and how to judge if something is value for money how companies encourage customers to buy things and why it is important to be a critical consumer how having or not having money can impact on a person's emotions, health and wellbeing about common risks associated with money, including debt, fraud and gambling how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk how to get help if they are concerned about gambling or other financial risks