

Self care and support – RSE elements

Feeling frightened/worried

SSS2 – Feeling frightened/worried	<p>Respond to stimuli about feeling frightened or worried.</p> <p>Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact).</p> <p>Respond to adult modelling about ways to indicate to others that we need help.</p>	<p>Explain what being frightened or worried means.</p> <p>Demonstrate simple ways to communicate that we are frightened or worried.</p> <p>Describe in simple terms what it means to take care of our bodies and keep them safe.</p>	<p>Demonstrate some simple strategies we can use if we are feeling frightened or worried.</p> <p>Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe.</p> <p>Explain what unwanted physical contact means.</p> <p>Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are.</p> <p>Demonstrate simple ways of communicating to others that we need help.</p>	<p>Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online.</p> <p>Explain what is meant by 'personal space'.</p> <p>Describe ways we can safely challenge unwanted physical contact and ask for help.</p> <p>Explain or demonstrate strategies for communicating that we need help in different situations.</p> <p>Give reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed.</p>	<p>Describe how it might feel when someone encroaches on our personal space.</p> <p>Give examples of when it is or is not appropriate to be in someone else's 'personal space'.</p> <p>Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong.</p> <p>Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police.</p> <p>Explain that removing or injuring female genitalia for non-medical reasons (Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary.</p>	<p>Explain that someone we like may not always be trustworthy.</p> <p>Demonstrate what we can say or do and whom we can tell if we are concerned about our own or someone else's personal safety.</p> <p>Explain what we should say, do and whom to tell if we, or someone we know, fears that they will experience, or have already experienced FGM, and that it is never that person's fault.</p>
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Keeping safe online

SSS4 – Keeping safe online	Respond with curiosity to stimuli about different ways of keeping safe online.	Describe what keeping safe online means.	<p>Explain what is meant by social media and how people use social media.</p> <p>Recognise that not all information seen online is true.</p> <p>Explain how other people's identity online can be different from what it actually is in real life.</p>	<p>Describe some ways in which social media can be used in a safe and positive way.</p> <p>Identify what we should do before we 'like', 'forward' or 'share' on social media and how this helps to keep us safe online.</p> <p>Identify some possible risks of using social media.</p> <p>Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content.</p>	<p>Explain rules for keeping safe when using different social media platforms.</p> <p>Identify sources of advice and support, and ways to report online concerns.</p> <p>Identify how to make safe, reliable choices from search results.</p>	<p>Explain how some behaviours on social media might damage friendships and relationships.</p> <p>Explain some steps we can take to take care of our own and other people's safety and wellbeing when using social media.</p> <p>Recognise that data about us can be collected online, and used, for example, to determine what information and advertising we are shown.</p> <p>Identify some ways in which we can recognise when we are being manipulated by online content or contact, and ways to respond.</p> <p>Describe or demonstrate help-seeking strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button).</p>
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Public and private

SSS6 — Public and private	<p>Respond to stimuli about things that are public and things that are private.</p>	<p>Explain what is meant by private and what is meant by public.</p> <p>Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone.</p>	<p>Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online.</p> <p>Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do.</p> <p>Explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information.</p>	<p>Identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves.</p> <p>Identify what is appropriate and inappropriate to share online.</p> <p>Identify trusted adults who can help us if someone tries to pressurise us online.</p> <p>Explain how to manage requests to share a photo, or information about ourselves or others online, including how to report.</p>	<p>Describe specific ways of keeping ourselves safe online (e.g. secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computer's camera when not in use).</p> <p>Recognise that sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law.</p> <p>Explain what could happen next (e.g. police involvement, parent/carer involvement, prosecution) and the impact on self and others.</p>	<p>Explain that there are online 'scams' (ways that people may try to trick us online); identify what some of these ways of deceiving people might be (e.g. phishing, fake email addresses).</p> <p>Explain and demonstrate how to ask for help and whom to go to if we have seen something upsetting or done something online that we are now worried about or regret.</p>
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Managing feelings– RSE elements

Sexual attraction

MF3 — Romantic feelings and sexual attraction	Respond with interest to stimuli about people we like or know.	Identify what it means to like someone.	Describe the difference between 'liking' someone and 'fancying' someone.	Explain how part of growing up might be to experience strong feelings about people we like or fancy.	<p>Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion.</p> <p>Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.</p>	<p>Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect.</p> <p>Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these.</p>
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**Changing and
growing – RSE
elements**

Puberty

CG1 – Puberty	Respond with curiosity to stimuli about the ways in which we change as we get older.	Identify some of the different ways we have changed as we have grown older.	<p>Describe some of the new opportunities and responsibilities we have experienced as we have grown older.</p> <p>Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social).</p> <p>Explain why puberty happens.</p>	<p>Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings.</p> <p>Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.</p>	<p>Identify the functions of the reproductive organs, including how conception occurs.</p> <p>Describe the different stages of reproduction, pregnancy and birth.</p>	<p>Evaluate how emotions may change as we get older and are no longer children.</p> <p>Recognise that fertility changes over time and in response to some lifestyle factors.</p>
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Healthy/unhealthy relationships

CG3 – Healthy/unhealthy relationship behaviours	<p>Respond with curiosity to stimuli about different positive relationships we have in our lives.</p>	<p>Identify some key features of positive friendships/relationships, and how they can make us feel.</p> <p>Identify times when we might feel angry or sad because of someone's behaviour towards us.</p>	<p>Identify our expectations of friendships/relationships (e.g. spending time together, sharing interests).</p> <p>Describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries).</p>	<p>Explain how we expect people to behave towards us in friendships and relationships.</p> <p>Identify the differences between positive/healthy and negative/unhealthy relationships.</p> <p>Identify people we can talk to about relationships.</p>	<p>Identify the aspects of relationships that we are responsible for (e.g. being respectful, honest and kind).</p> <p>Identify positive strategies to manage inappropriate behaviour towards us.</p> <p>Recognise that some types of behaviour within relationships are against the law (e.g. hitting/hurting someone, telling someone what to do all the time, not allowing someone to make choices).</p> <p>Identify what we can do if we are worried or concerned about an unhealthy relationship.</p>	<p>Demonstrate strategies to help us negotiate and assert our rights in a relationship.</p> <p>Explain what is meant by compromise and demonstrate some ways to compromise.</p> <p>Explain how the media portrayal of relationships may not reflect real life but may affect our expectations.</p> <p>Identify sources of support for us or someone we know who is experiencing abusive behaviour.</p>
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Intimate relationships

CG4 – Intimate relationships, consent & contraception	<p>Respond to stimuli about romantic relationships.</p>	<p>Identify instances in or out of school when we might need to seek permission or receive consent.</p> <p>Demonstrate how to ask for permission (get consent) before we borrow or take something from someone.</p>	<p>Identify different types of intimate relationships including same-sex relationships.</p> <p>Describe how strong emotions (including sexual attraction) might make people feel.</p>	<p>Define what intimacy means.</p> <p>Identify readiness (emotional, physical and social) for a relationship that may include sex.</p> <p>Identify expectations we may have of being in a romantic/intimate/physical relationship, which may include sex.</p>	<p>Identify different levels of intimacy (physical/sexual) within relationships and their associated risks.</p> <p>Describe ways to manage others' expectations in relationships and our right not to be pressurised to do anything we do not want to do.</p>	<p>Explain that consent must be sought and freely given before any sexual activity and how to tell if someone is giving or not giving their consent.</p> <p>Identify how saying 'yes' under pressure is not consent, and is not the same as freely given, enthusiastic consent.</p>
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CG4...		<p>Demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/ consent).</p> <p>Identify the similarities and differences between friendships and romantic/ intimate relationships.</p> <p>Identify whom we can talk to about relationships.</p>	<p>Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this.</p> <p>Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs).</p> <p>Recognise that contraception, including condoms, can help prevent pregnancy and some STIs.</p> <p>Explain the difference between appropriate and inappropriate relationship behaviours in public places.</p>	<p>Recognise that although it may seem (in the media etc.) that everyone is having a sexual relationship, in reality this is not the case.</p> <p>Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent.</p> <p>Explain that there are laws about the legal age of consent for sexual activity.</p> <p>Identify how others may manipulate/persuade us to do things we do not want to do or do not like.</p> <p>Describe ways we can take care of our own sexual health and that of others (e.g. using condoms to help prevent STIs).</p> <p>Identify where and how to obtain condoms and describe how to use them safely.</p> <p>Identify sources of support with relationships and sex.</p>	<p>Explain that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime.</p> <p>Demonstrate different strategies to deal with manipulation/persuasion in relationships.</p> <p>Recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex.</p> <p>Describe some forms of contraception, their correct use and where and how they can be accessed.</p> <p>Explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated.</p> <p>Explain how and when to access sexual health services.</p>	<p>Describe how alcohol/ drugs may influence choices we or others make in relationships, including sexual activity.</p> <p>Evaluate the advantages and disadvantages of different forms of contraception for different individuals.</p> <p>Recognise that viewing pornography can have ongoing harms and where and how to access help if concerned.</p> <p>Describe different reliable sources of support regarding relationships, sex and sexual health and how to access them.</p>
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Long term relationships and parenthood

CG5 – Long term relationships and parenthood	<p>Respond to stimuli about different kinds of families and different kinds of relationships in families.</p> <p>Respond to stimuli about parenthood.</p>	<p>Give examples of different types and features of committed, long-term relationships.</p> <p>Identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged).</p> <p>Identify what being in a family means.</p>	<p>Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other.</p> <p>Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families.</p> <p>Recognise that some relationships will end—meaning that a couple don't go out together, or live together any more.</p> <p>Identify whom we can talk to if we're worried about relationships changing/ ending.</p>	<p>Identify what the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent.</p> <p>Identify some of the responsibilities of being a parent.</p> <p>Recognise different ways a person can become pregnant, including assisted conception, donor conception.</p> <p>Identify possible reasons why people might choose to adopt or foster children or young people.</p> <p>Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say.</p> <p>Identify what we can do and whom we could tell if we think someone is being forced to marry someone.</p>	<p>Identify possible reasons for assisted conception, donor conception and surrogacy.</p> <p>Describe choices people have in the event of an unintended pregnancy.</p> <p>Explain what abortion or termination of a pregnancy means.</p> <p>Identify reliable, unbiased sources of support and explain how to access them.</p> <p>Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement).</p> <p>Describe the feelings people might have if they or someone they are close to is experiencing the ending of a relationship.</p> <p>Explain that the breakdown of a relationship between parents is not the fault of their children.</p> <p>Explain the importance of talking to someone if worried about the ending of a relationship.</p>	<p>Identify some of the range of beliefs and opinions about pregnancy, adoption and termination.</p> <p>Recognise that long-term relationships experience challenges but that these can often be overcome.</p> <p>Identify some of the changes in family circumstances that might occur following separation, divorce, illness or bereavement.</p> <p>Explain strategies that people who are experiencing the end of a relationship might use to manage their feelings.</p> <p>Explain how and where people who are experiencing relationship difficulties or the end of a relationship might get help and support.</p>
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