

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Curriculum Intent Grid – Sex & Relationships Education

Reception

Name: _____.

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

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

Step	b	w	s	s+
Total Statements = 23	40%	80%	90%	95%
No. of statements required	10	20	21	22

Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work
<p>how to be a good friend, e.g. kindness, listening, honesty</p> <p>about different ways that people meet and make friends</p> <p>strategies for positive play with friends, e.g. joining in, including others, etc.</p> <p>about what causes arguments between friends</p> <p>how to positively resolve arguments between friends</p> <p>how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p>	<p>how to recognise hurtful behaviour, including online</p> <p>what to do and whom to tell if they see or experience hurtful behaviour, including online</p> <p>about what bullying is and different types of bullying and how someone may feel if they are being bullied</p> <p>about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</p> <p>how to resist pressure to do something that feels uncomfortable or unsafe</p> <p>how to ask for help if they feel unsafe or worried and what vocabulary to use</p>	<p>about the things they have in common with their friends, classmates, and other people</p> <p>how friends can have both similarities and differences</p> <p>how to play and work cooperatively in different groups and situations</p> <p>how to share their ideas and listen to others, take part in discussions, and give reasons for their views</p>	<p>about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</p> <p>about different rights and responsibilities that they have in school and the wider community</p> <p>about how a community can help people from different groups to feel included</p> <p>to recognise that they are all equal, and ways in which they are the same and different to others in their community</p>	<p>the ways in which people can access the internet e.g. phones, tablets, computers</p> <p>to recognise the purpose and value of the internet in everyday life</p> <p>to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</p> <p>that information online might not always be true</p>	<p>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> <p>how money can be kept and looked after</p> <p>about getting, keeping and spending money</p> <p>that people are paid money for the job they do</p> <p>how to recognise the difference between needs and wants</p> <p>how people make choices about spending money, including thinking about needs and wants</p>

Step	b	w	s	s+
Total Statements = 30	40%	80%	90%	95%
No. of statements required	12	24	27	28

Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work
<p>to recognise and respect that there are different types of families, inc single parents, same-sex parents, step-parents, blended families, foster and adoptive</p> <p>that being part of a family provides love, support, stability</p> <p>about the positive aspects of being part of a family, such as spending time together and caring for each other</p> <p>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p> <p>to identify if/when something in a family might make someone upset or worried</p> <p>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</p>	<p>What is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>about what privacy and personal boundaries are, including online</p> <p>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p> <p>that bullying and hurtful behaviour is unacceptable in any situation</p> <p>about the effects and consequences of bullying for the people involved</p> <p>about bullying online, and the similarities and differences to face-to-face bullying</p> <p>what to do and whom to tell if they see or experience bullying or hurtful behaviour</p>	<p>to recognise respectful behaviours e.g. helping or including others, being responsible</p> <p>how to model respectful behaviour in different situations e.g. at home, at school, online</p> <p>the importance of self-respect and their right to be treated respectfully by others</p> <p>what it means to treat others, and be treated, politely</p> <p>the ways in which people show respect and courtesy in different cultures and in wider society</p>	<p>the reasons for rules and laws in wider society</p> <p>the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>what human rights are and how they protect people</p> <p>to identify basic examples of human rights including the rights of children</p> <p>about how they have rights and also responsibilities</p> <p>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p>	<p>how the internet can be used positively for leisure, for school and for work</p> <p>to recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p>strategies to recognise whether something they see online is true or accurate</p> <p>to evaluate whether a game is suitable to play or a website is appropriate for their age-group</p> <p>to make safe, reliable choices from search results</p> <p>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p>	<p>about jobs that people may have from different sectors e.g. teachers, business people, charity work</p> <p>that people can have more than one job at once or over their lifetime</p> <p>about common myths and gender stereotypes related to work</p> <p>to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p>about some of the skills needed to do a job, such as teamwork and decision-making</p> <p>to recognise their interests, skills and achievements and how these might link to future jobs</p> <p>how to set goals that they would like to achieve this year e.g. learn a new hobby</p>
Step	b	w	s	s+	
Total Statements = 37	40%	80%	90%	95%	
No. of statements required	15	30	34	35	

Year 4

Name: _____.

Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work
<p>about the features of positive healthy friendships such as mutual respect, trust and sharing interests</p> <p>strategies to build positive friendships</p> <p>how to seek support with relationships if they feel lonely or excluded</p> <p>how to communicate respectfully with friends when using digital devices</p> <p>how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</p> <p>what to do or whom to tell if they are worried about any contact online</p>	<p>to differentiate between playful teasing, hurtful behaviour and bullying, including online</p> <p>how to respond if they witness or experience hurtful behaviour or bullying, including online</p> <p>recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</p> <p>how to manage pressures associated with dares</p> <p>when it is right to keep or break a confidence or share a secret</p> <p>how to recognise risks online such as harmful content or contact</p> <p>how people may behave differently online including pretending to be someone they are not</p> <p>how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</p>	<p>to recognise differences between people such as gender, race, faith</p> <p>to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</p> <p>about the importance of respecting the differences and similarities between people</p> <p>a vocabulary to sensitively discuss difference and include everyone</p>	<p>the meaning and benefits of living in a community</p> <p>to recognise that they belong to different communities as well as the school community</p> <p>about the different groups that make up and contribute to a community</p> <p>about the individuals and groups that help the local community, including through volunteering and work</p> <p>how to show compassion towards others in need and the shared responsibilities of caring for them</p>	<p>that everything shared online has a digital footprint</p> <p>that organisations can use personal information to encourage people to buy things</p> <p>to recognise what online adverts look like</p> <p>to compare content shared for factual purposes and for advertising</p> <p>why people might choose to buy or not buy something online e.g. from seeing an advert</p> <p>that search results are ordered based on the popularity of the website and that this can affect what information people access</p>	<p>how people make different spending decisions based on their budget, values and needs</p> <p>how to keep track of money and why it is important to know how much is being spent</p> <p>about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</p> <p>that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</p>
Step		b	w	s	s+
Total Statements = 33		40%	80%	90%	95%
No. of statements required		14	28	30	31

Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work
<p>what makes a healthy friendship and how they make people feel included and strategies to help someone feel included</p> <p>about peer influence and how it can make people feel or behave</p> <p>the impact of the need for peer approval in different situations, including online</p> <p>strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p>that it is common for friendships to experience challenges</p> <p>strategies to positively resolve disputes and reconcile differences in friendships</p> <p>that friendships can change over time and the benefits of having new and different types of friends</p> <p>how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable and how to seek support in relation to friendships</p>	<p>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <p>how to ask for, give and not give permission for physical contact</p> <p>how it feels in a person's mind and body when they are uncomfortable</p> <p>that it is never someone's fault if they have experienced unacceptable contact</p> <p>how to respond to unwanted or unacceptable physical contact</p> <p>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</p> <p>whom to tell if they are concerned about unwanted physical contact</p>	<p>to recognise that everyone should be treated equally</p> <p>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</p> <p>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</p> <p>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</p> <p>ways to safely challenge discrimination</p> <p>how to report discrimination online</p>	<p>about how resources are allocated and the effect this has on individuals, communities and the environment</p> <p>the importance of protecting the environment and how everyday actions can either support or damage it</p> <p>how to show compassion for the environment, animals and other living things</p> <p>about the way that money is spent and how it affects the environment</p> <p>to express their own opinions about their responsibility towards the environment</p>	<p>to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</p> <p>basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</p> <p>that some media and online content promote stereotypes</p> <p>how to assess which search results are more reliable than others</p> <p>to recognise unsafe or suspicious content online</p> <p>how devices store and share information</p>	<p>to identify jobs that they might like to do in the future</p> <p>about the role ambition can play in achieving a future career</p> <p>how or why someone might choose a certain career</p> <p>about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</p> <p>the importance of diversity and inclusion to promote people's career opportunities</p> <p>about stereotyping in the workplace, its impact and how to challenge it</p> <p>that there is a variety of routes into work e.g. college, apprenticeships, university, training</p>
Step		b	w	s	s+
Total Statements = 39		40%	80%	90%	95%
No. of statements required		16	32	36	38

Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work
<p>what it means to be attracted to someone and different kinds of loving relationships</p> <p>that people who love each other can be of any gender, ethnicity or faith</p> <p>the difference between gender identity and sexual orientation and everyone's right to be loved</p> <p>about the qualities of healthy relationships that help individuals flourish</p> <p>ways in which couples show their love and commitment to one another, including those who are not married or who live apart</p> <p>what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</p> <p>that people have the right to choose whom they marry or whether to get married</p> <p>that to force anyone into marriage is illegal</p> <p>how and where to report forced marriage or ask for help if they are worried</p>	<p>to compare the features of a healthy and unhealthy friendship</p> <p>about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</p> <p>strategies to respond to pressure from friends including online</p> <p>how to assess the risk of different online 'challenges' and 'dares'</p> <p>how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</p> <p>how to get advice and report concerns about personal safety, including online</p> <p>what consent means and how to seek and give/not give permission in different situations</p>	<p>about the link between values and behaviour and how to be a positive role model</p> <p>how to discuss issues respectfully</p> <p>how to listen to and respect other points of view</p> <p>how to constructively challenge points of view they disagree with</p> <p>ways to participate effectively in discussions online and manage conflict or disagreements</p>	<p>what prejudice means</p> <p>to differentiate between prejudice and discrimination</p> <p>how to recognise acts of discrimination</p> <p>strategies to safely respond to and challenge discrimination</p> <p>how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</p> <p>how stereotypes are perpetuated and how to challenge this</p> <p>about the benefits of safe internet use e.g. learning, connecting and communicating</p>	<p>how and why images online might be manipulated, altered, or faked</p> <p>how to recognise when images might have been altered</p> <p>why people choose to communicate through social media and some of the risks and challenges of doing so</p> <p>that social media sites have age restrictions and regulations for use</p> <p>the reasons why some media and online content is not appropriate for children</p> <p>how online content can be designed to manipulate people's emotions and encourage them to read or share things</p> <p>about sharing things online, including rules and laws relating to this</p> <p>how to recognise what is appropriate to share online</p> <p>how to report inappropriate online content or contact</p>	<p>about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</p> <p>about value for money and how to judge if something is value for money</p> <p>how companies encourage customers to buy things and why it is important to be a critical consumer</p> <p>how having or not having money can impact on a person's emotions, health and wellbeing</p> <p>about common risks associated with money, including debt, fraud and gambling</p> <p>how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</p> <p>how to get help if they are concerned about gambling or other financial risks</p>
Step	b	w	s	s+	
Total Statements = 42	40%	80%	90%	95%	
No. of statements required	17	34	38	40	

