

Primary Relationships Education			
Curriculum Area	Intended outcomes	Long Term topics	
Families and people who care for me	Pupils should know <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 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. 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 for them. 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. that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	EYFS	My Family: My immediate family (who I live with)
		Year 1	My extended family: aunts, uncles, grandparents, cousins
		Year 2	My friends family: Sharing and learning about the diverse families of the other children in the class
		Year 3	Family relationships: Love, care, spending time together
		Year 4	A happy home: Safety, security, support and advice available
		Year 5	Other families: Different cultures, beliefs, religions, other relationships
		Year 6	Family commitment: Including marriage, civil partnerships.
Caring friendships	Pupils should know <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. 	EYFS	My Class: the friendships within the class. Who makes us happy, who we like to play with.
		Year 1	Feelings and Emotions: happy, sad, excited, cross, frightened.



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	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed. 	Year 2	Sharing: Sharing activities, building friendships, turn taking, celebrating each other's successes.
		Year 3	What makes a good friend: respect, trust, truth, helpful, fun.
		Year 4	Healthy Relationships: falling out, making up, where to find help and advice.
		Year 5	Feelings and Emotions: Happy, sad, included, excluded, lonely, frightened, uncomfortable, and anxious.
		Year 6	Bullying: being kind, how to recognise bullying, how to prevent bullying, where to find support when bullying is apparent.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> 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. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. 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. about different types of bullying (including cyberbullying), the impact of bullying, 	EYFS	All about me:
		Year 1	All about you:
		Year 2	Us – Same/Different/Similar:
		Year 3	Manners and respect:
		Year 4	Bullying:



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	<ul style="list-style-type: none"> responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults. 	Year 5	My community:
		Year 6	Celebrating difference:
Online relationships	Pupils should know <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 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. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online 	EYFS	Using technology:
		Year 1	Personal Information:
		Year 2	Online rules:
		Year 3	Online Gaming:
		Year 4	Friend or Foe:
		Year 5	CEOP:
		Year 6	Reality VS Fantasy
Being safe	Pupils should know <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 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. 	EYFS	Class rules:
		Year 1	School rules:
		Year 2	Me and my body:



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	<ul style="list-style-type: none"> • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter who they do not know. • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. • where to get advice from e.g. family, school and/or other sources 	Year 3	My community:
		Year 4	Friendly and too friendly:
		Year 5	Who can help me? :
		Year 6	Privacy – On and offline:
Body Awareness (Science NC)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Pupils should be taught to:</p>	EYFS	Likes and Dislikes:
		Year 1	My body parts:
		Year 2	What my body needs:



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	<ul style="list-style-type: none">• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat• identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Year 3	What animals need:
	<ul style="list-style-type: none">• describe the changes as humans develop to old age.	Year 4	Keeping healthy - Exercise:
	<ul style="list-style-type: none">• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Year 5	Diet and healthy foods:
		Year 6	My body now:

Primary: Physical health and mental wellbeing			
Curriculum Area	Intended outcomes	Outcome Guidance	
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 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. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	EYFS	What makes me happy:
		Year 1	What makes me sad:
		Year 2	Sharing feelings:
		Year 3	My behaviours:
		Year 4	Teams and triumphs:



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	<ul style="list-style-type: none"> • 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). • it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible. 	Year 5	Alone and altogether:
		Year 6	The Good, The Bad and The Support:
Internet safety and harms	Pupils should know <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others' mental wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. • why social media, some computer games and online gaming, for example, are age restricted. • 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. 	EYFS	Using technology:
		Year 1	Personal Information:
		Year 2	Online rules:
		Year 3	Online Gaming:
		Year 4	Friend or Foe:
		Year 5	CEOP:
		Year 6	Reality VS Fantasy
Physical health and fitness	Pupils should know <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. 	EYFS	Action Songs
		Year 1	Daily Dance
		Year 2	Quick Think Fitness



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	<ul style="list-style-type: none"> the importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). 	Year 3	Mindfulness
		Year 4	Fit or Fat
		Year 5	Teams and Triumphs
		Year 6	Effective Exercise and the Impact
Healthy eating	Pupils should know <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories, and nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health). 	EYFS	The 5 Senses:
		Year 1	The Needs of My Body:
		Year 2	Likes/Dislikes, Food and Drink:
		Year 3	Fruit and Vegetables:
		Year 4	A Healthy Diet:
		Year 5	Preparing Healthy Foods:
		Year 6	The Effects and Risks of Unhealthy Food:
Drugs, alcohol and tobacco	Pupils should know <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	Not covered in Primary	
Health and prevention	Pupils should know <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	EYFS	Hand washing
		Year 1	Catch it, Bin it, Kill it.
		Year 2	Spots, Itches and Tummy Ache
		Year 3	Dentists and Doctors



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	<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene, including visits to the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. about immunisations. 	Year 4	Sleep and Exercise
		Year 5	Seasons and Safety
		Year 6	My Body – Keeping Clean
Basic first aid	Pupils should know: <ul style="list-style-type: none"> know how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	Year 3	999 – Emergency:
		Year 4	First Aid:
Changing adolescent body	Pupils should know: <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	Year 5	Puberty – Changes in body:
		Year 6	Puberty – Changes in Feelings: