

Pol-Ed covers the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers with the following materials.

The guidance is available here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Families and people who care for me:	
That families are important for children growing up safe and happy because they can provide love, security and stability.	Year 1: Who are my trusted adults? Year 1: How can I share my feelings? + Year 3: Who are my key people? Year 5: Why are our special people important?
The characteristics of safe and happy family life, such as 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.	Year 1: Who are my trusted adults? Year 3: Who are my key people? Year 5: Why are our special people important?
That the families of other children, 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.	Respect passport lessons Year 2: How are we the same? How are we different? Year 2: What is a family? Year 4: What is diversity? Year 5: Why are our special people important? Year 6: How can we respect different relationships?
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	Year 1: Who are my trusted adults? Year 3: Who are my key people? Year 5: Why are our special people important?
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Year 6: What does the law say about marriage?
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Year 1: Who are my trusted adults? Year 1: How can I share my feelings? + Year 2: How do I share family worries? Year 3: How can I share my worries? Year 3: When should I break a secret?
How important friendships are in making us feel happy and secure, and how people choose and make friends.	EYFS How can I be a good friend? Year 1: How can I make friends? Year 4: What is a healthy friendship? Year 5: What are online friendships? Year 6: How can I get ready for secondary relationships?

Caring friendships:	
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	Anti-bullying week assembly Empathy passport lessons Respect passport lessons EYFS: How can I be a good friend? EYFS: How can I make other children feel happy? Year 1: What is bullying? Year 4: What is a healthy friendship?
That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	Year 1: What do feelings feel like? *
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	Respect passport lessons EYFS: How can I be a good friend? Year 4: What is a healthy friendship?
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	Year 1: What if my friends are making me feel sad? Year 4: What is a healthy friendship?
How to manage conflict, and that resorting to violence is never right.	Anti-bullying week assembly EYFS: How can I play nicely with others? EYFS: What can I do if I'm feeling big emotions? Year 1: What is bullying? Year 3: How should we treat people?
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	Anti-bullying week assembly EYFS: How can I play nicely with others? Year 4: What is peer influence? Year 5: What is peer pressure?
Respectful, kind relationships:	
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	Empathy passport lessons Respect passport lessons EYFS: How can I play nicely with others? Year 1: How can I be an empathy expert? * Year 2: How can I work with different people? Year 3: How should we treat people? Year 6: What is my relationship with authority?

Respectful, kind relationships (continued):	
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	EYFS: How can I play nicely with others? Year 1: What if my friends are making me feel sad? Year 2: What are private body parts? Year 3: What do we mean by consent in friendships? Year 4: What is a healthy friendship? Year 5: What are my personal boundaries?
How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	EYFS: What can I do if I'm feeling big emotions? Year 1: What if my friends are making me feel sad? Year 1: How can I share my feelings? + Year 3: What can I do when friendships go wrong? Year 5: What are my personal boundaries? Year 6: What is a debate?
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	Self-worth passport lessons Year 1: How can I speak up? Year 5: What are my personal boundaries?
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	Anti-bullying week assembly Respect passport lessons EYFS: How can I be a good friend? Year 1: Why are safe hands important? Year 1: How can I be an ally? Year 2: How are we the same? How are we different? Year 3: How should we treat people? Year 4: What is discrimination? Year 4: What is diversity? Year 4: What are protected characteristics? Year 5: How do words have power? Year 6: How can we challenge sexism? Year 6: How can we be allies against racism? Year 6: How can we respect different relationships?

Respectful, kind relationships (continued):	
<p>Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p>	<p>EYFS: How can I be a good friend? EYFS: How can I make other children feel happy? EYFS: How can I play nicely with others? Year 1: How can I make friends? Year 1: What if my friends are making me feel sad? Year 1: How can I be an empathy expert? ⁺ Year 2: How can I work with different people? Year 3: What can I do when friendships go wrong? Year 4: What is a healthy friendship? Year 5: How can my adult relationships affect my future? Year 6: What is my relationship with authority? Year 6: How can I get ready for secondary relationships?</p>
<p>The conventions of courtesy and manners.</p>	<p>Respect passport lessons Empathy passport lessons EYFS: How can I play nicely with others? Year 3: How should we treat people? Year 3: How can I be a responsible citizen? Year 4: How does school build my character? ⁺ Year 5: How do words have power?</p>
<p>The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</p>	<p>Happy mind, happy you assembly Self-worth passport lessons Year 1: What makes me special? ⁺ Year 3: What am I good at? ⁺ Year 4: What can I be? Year 4: How does school build my character? ⁺ Year 5: What is my personal identity? ⁺ Year 6: What does 30 look like? ⁺</p>
<p>The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</p>	<p>Anti-bullying week assembly EYFS: How can I play nicely with others? EYFS: What is empathy? EYFS: What is respect? Year 1: Why is name calling unkind? Year 1: What is bullying? Year 1: How can I be an ally? Year 3: What is bullying? Year 5: How do words have power? Year 5: How can we use our phones sensibly? Year 5: What can and can't I do on the internet?</p>

Respectful, kind relationships (continued):	
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Year 4: What is discrimination? Year 4: What is diversity? Year 4: What is hate crime? Year 6: How can we challenge sexism? Year 6: How can we be allies against racism?
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	EYFS: How can adults at school help me? EYFS: Who are the police and how do they help us? Year 1: How can I speak up? Year 1: Who are my trusted adults? Year 2: How do I share family worries? Year 3: How can I share my worries?
Online safety and awareness:	
That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	Keeping safe online assembly Respect passport lessons Year 5: What are online friendships? Year 5: What is grooming? Year 5: How can we use our phones sensibly? Year 5: What can and can't I do on the internet? Year 5: How might being online impact the way I feel? ⁺
How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	Keeping safe online assembly Year 2: How can I keep safe online? Year 5: What are online friendships? Year 5: What is grooming? Year 5: How can we use our phones sensibly? Year 5: What are deep fakes?
That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	Year 5: What can and can't I do on the internet? Year 5: How might being online impact the way I feel? ⁺ Year 5: What is grooming? Year 5: What are online friendships? Year 6: Why does media have age restrictions?
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	Keeping safe online assembly Year 1: What is private information? Year 5: What are online friendships? Year 5: What is grooming? Year 5: How can we use our phones sensibly?

Online safety and awareness (continued):	
Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	Keeping safe online assembly Respect passport lessons Year 5: What are online friendships? Year 5: What is grooming? Year 5: How can we use our phones sensibly? Year 5: What can and can't I do on the internet? Year 5: How might being online impact the way I feel? *
That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	Keeping safe online assembly Year 2: How can I keep safe online? Year 5: What are online friendships? Year 5: What is grooming? Year 5: How can we use our phones sensibly? Year 5: What are deep fakes?
Being safe:	
What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Keeping safe online assembly EYFS: How can I play nicely with others? EYFS: How can I play safely? Year 1: Why are safe hands important? Year 1: What is private information? Year 2: How can I work with different people? Year 2: What are private body parts? Year 3: What do we mean by consent in friendships? Year 4: What is a healthy friendship? Year 5: What is peer pressure? Year 5: What are my personal boundaries?
The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	EYFS: How can adults at school help me? Year 2: How do I share family worries? Year 3: How can I share my worries? Year 3: When should I break a secret?
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	EYFS: How can I play nicely with others? Year 1: Why are safe hands important? Year 2: What are private body parts? Year 3: What do we mean by consent in friendships? Year 5: What are my personal boundaries?

Being safe (continued):	
<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</p>	<p>EYFS: How can adults at school help me? EYFS: Who are the police and how do they help us? Year 1: Who are my trusted adults? Year 2: What are different types of meetings? Year 4: Who makes up my community? Year 4: Who do I encounter? Year 5: What is grooming? Year 5: What are online friendships?</p>
<p>How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p>	<p>EYFS: How can adults at school help me? Year 1: What is bullying? Year 1: Who are my trusted adults? Year 3: Who are my key people? Year 3: What is bullying? Year 4: Who do I encounter? Year 5: What is grooming?</p>
<p>How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</p>	<p>EYFS: How can adults at school help me? EYFS: Who are the police and how do they help us? Year 1: How can I speak up? Year 1: How can I share my feelings? + Year 2: How do I share family worries? Year 2: How can I keep safe online? Year 3: How can I share my worries? Year 3: What words can I use to talk about my feelings? +</p>
<p>How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</p>	<p>EYFS: How can adults at school help me? EYFS: Who are the police and how do they help us? Year 1: How can I speak up? Year 1: Who are my trusted adults? Year 1: How can I share my feelings? + Year 1: What is 999? Year 1: What do the police do? Year 2: How do I share family worries? Year 3: How can I share my worries? Year 3: Who are my key people?</p>