

Relationship and Sexuality Education

Phase 2 - Y3- Y6

Theme	Relationship and Identity	Sexual Health and Wellbeing	Empowerment Safety and Respect
<p>Mandatory Content</p>	<ul style="list-style-type: none"> ● Ability to form and maintain relationships which are equitable, respectful and kind with a range of others. ● How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and Relationships. ● Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these. ● Understanding positive behaviours in relationships and what can happen when relationships breakdown. ● Understanding how the diversity of relationships including marriage, and all 	<ul style="list-style-type: none"> ● Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being. ● Recognising the process of pregnancy and birth. The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty. ● The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being. ● An awareness that there are many different sources of information offline and online that help us learn about our 	<ul style="list-style-type: none"> ● Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. ● Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours. ● Understanding of the right for everyone to be free from harm or abuse. ● An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play. How to seek support for oneself, and offer support to others. ● How to be a good friend and advocate for others. Understanding of the

	<p>types of civil partnership, has changed over time, and how relationships are positively and negatively impacted by social and cultural norms and laws in different ways around the world.</p> <ul style="list-style-type: none"> • An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time. • Recognising how people's relationships with others shape who they are and their happiness. An awareness of how identity can be expressed in different ways. • Valuing and recognising the contributions of everyone; and the importance of sex and gender equality. • Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour. • An awareness of how positive and negative social and cultural norms regarding sex, 	<p>bodies and affect how we feel about our body and other people's bodies.</p> <ul style="list-style-type: none"> • Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses. • Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults. 	<p>right to bodily privacy, personal boundaries including online.</p> <ul style="list-style-type: none"> • Understanding how behaviours may be perceived by others offline and online. • Recognising which steps to take to keep safe from harm both in offline and online friendships. • Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms. • Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online. • Know how and when digital media can be shared safely, with permission and when it can be a source of harm. • Awareness of the benefits and dangers of the internet and social media in forming friendships online. Exploring the motives
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	<p>gender and sexuality influence relationships and behaviours.</p>		<p>behind fabricated and digitally-altered media.</p> <ul style="list-style-type: none"> ● An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable. ● Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.
<p>Four Purposes</p>	<ul style="list-style-type: none"> ● have secure values and are establishing their spiritual and ethical beliefs (HCI1) ● know how to find the information and support to keep safe and well (HCI4) ● give of their energy and skills so that other people will benefit (ECC6) ● understand and exercise their human and democratic responsibilities and rights (EIC3) ● respect the needs and rights of others, as a member of a diverse society (EIC6) ● can communicate effectively in different forms and settings, using both Welsh and English (ACL4) ● can use number effectively in different contexts (ACL6) 	<ul style="list-style-type: none"> ● are building their mental and emotional well-being by developing confidence, resilience and empathy (HCI2) ● know how to find the information and support to keep safe and well (HCI4) ● understand and consider the impact of their actions when making choices and acting (EIC3) ● respect the needs and rights of others, as a member of a diverse society (EIC6) ● can communicate effectively in different forms and settings, using both Welsh and English (ACL4) ● can use number effectively in different contexts(ACL6) 	<ul style="list-style-type: none"> ● know how to find the information and support to keep safe and well (HCI4) ● form positive relationships based upon trust and mutual respect (HCI8) ● have the skills and knowledge to manage everyday life as independently as they can (HCI10) ● understand and exercise their human and democratic responsibilities and rights (EIC3) ● understand and consider the impact of their actions when making choices and acting (EIC4) ● respect the needs and rights of others, as a member of a diverse society (EIC6)

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<p>AoLE links</p>	<ul style="list-style-type: none"> ● Learning about identity and culture through languages prepares us to be citizens of Wales and the world. (LLC1) ● Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies. (EA1) ● Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves. (H1) ● Events and human experiences are complex, and are perceived, interpreted and represented in different ways. (H2) ● Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action. (H5) ● Our decision-making impacts on the quality of our lives and the lives of others.(HWB3) ● Healthy relationships are fundamental to our sense of belonging and well-being (HWB5) ● Being curious and searching for answers helps further our understanding of the natural world and helps society progress.(ST1) ● Statistics represent data, probability models chance, and both support informed inferences and decisions.(MN4) 	<ul style="list-style-type: none"> ● Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action. (H5) ● How we process and respond to our experiences affects our mental health and emotional well-being.(HWB2) ● Developing physical health and well-being has lifelong benefits.(HWB2) ● Our decision-making impacts on the quality of our lives and the lives of others.(HWB3) ● How we engage with different social influences shapes who we are and our health and well-being.(HWB5) ● Being curious and searching for answers helps further our understanding of the natural world and helps society progress.(ST1) ● Statistics represent data, probability models chance, and both support informed inferences and decisions.(MN4) 	<ul style="list-style-type: none"> ● Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies.(EA1) ● Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves.(H1) ● Events and human experiences are complex, and are perceived, interpreted and represented in different ways.(H2) ● Human societies are complex and diverse, and shaped by human actions and beliefs.(H4) ● Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action.(H5) ● Our decision-making impacts on the quality of our lives and the lives of others.(HWB3) ● How we engage with different social influences shapes who we are and our health and well-being.(HWB5) ● Being curious and searching for answers helps further our understanding of the natural world and helps society progress.(ST1)

<p>UNCRPD Links</p>	<ul style="list-style-type: none"> ● Article 1 - to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. ● Article 3 - respect for the dignity and freedom of disabled people, to not be discriminated against, to participation, to be included, to equality and to accessibility. ● Article 5 - the right to enjoy equal protection and benefit of the law. ● Article 6 - the right for disabled women women and girls to full and equal enjoyment of all human rights and fundamental freedoms. ● Article 7 - disabled children to be able to express their views freely on all things that affect them. ● Article 8 - to encourage dignity of disabled people, to combat stereotypes and to promote awareness of the capabilities and contribution of disabled people. ● Article 9 - people with disabilities can live independently and participate fully in all aspects of life. ● Article 10 - the right to a full, equal life. ● Article 12 - to own and inherit property and to control their financial affairs (enjoy legal capacity and safeguarded from abuse) ● Article 15 - freedom from torture. ● Article 16 - freedom from violence and abuse. ● Article 18 - right to a name, nationality and the right to be cared for. ● Article 19 - living independently and included in the community. ● Article 21 - freedom of expression and opinion and access to information. ● Article 24 - right to an education and attend school. ● Article 25 - quality, free, affordable healthcare. ● Article 27 - work and employment. ● Article 30 - participation in cultural life, recreation, leisure and sport. 		
<p>Special Day Links e.g Show Racism the Red Card</p>	<p>Pride (22 - 24 Jul) International Women's Day (8 Mar)</p>	<p>World Cancer Day (2nd Feb) Mental Health Week (7-13 February)</p>	<p>Show Racism the Red Card (21 October) Black History Month (Oct) No More week (domestic violence - 7 - 13 March)</p>
<p>Book/Website Links</p>	<ul style="list-style-type: none"> ● Kenny Lives with Erica and Martina by Olly Pike ● The boy in the dress by David Walliams ● Part of the Party - Twinkl 	<ul style="list-style-type: none"> ● Listening to my body by Gabi Garcia ● The Boy, The Mole, The Fox and The Horse by Charlie Mackesy ● https://www.brook.org.uk/product/please/ 	<ul style="list-style-type: none"> ● The Manny Files by Christian Burch ● Have you ever wondered what you will be? by Junia Wonders
<p>Activities</p>	<p>Traffic lights body (safe/appropriate places to touch)</p>		

