

Diamond Character Development Coverage

Relationship Education	
Families and people who care for me SIAMS Strand 5: Dignity & Respect	
11	what it means to be attracted to someone and different kinds of loving relationships
12	that people who love each other can be of any gender, ethnicity or faith
13	the difference between gender identity and sexual orientation and everyone's right to be loved
16	what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults
18	that to force anyone into marriage is illegal
19	how and where to report forced marriage or ask for help if they are worried
Caring friendships SIAMS Stand 4: Community & Living well together	
33	strategies to help someone feel included
35	the impact of the need for peer approval in different situations, including online
36	strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication
39	that friendships can change over time and the benefits of having new and different types of friends
40	how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable
41	when and how to seek support in relation to friendships
43	about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong
44	what consent means and how to seek and give/not give permission in different situations
Respectful Relationships SIAMS Strand 5: Dignity & Respect	
62	to recognise that everyone should be treated equally

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63	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
64	what discrimination means and different types of discrimination e.g. racism, sexism, homophobia
67	ways to safely challenge discrimination
70	how to discuss issues respectfully
72	how to constructively challenge points of view they disagree with
73	ways to participate effectively in discussions online and manage conflict or disagreements
Online Relationships SIAMS Strand 5: Dignity & Respect	
88	strategies to respond to pressure from friends including online
90	how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
91	how to get advice and report concerns about personal safety, including online
92	ways to participate effectively in discussions online and manage conflict or disagreements
93	to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
94	how to report discrimination online
95	the impact of the need for peer approval in different situations, including online
96	how to model respectful behaviour in different situations e.g. at home, at school, online
Being safe SIAMS Strand 5: Dignity & Respect	
135	how to ask for, give and not give permission for physical contact
136	how it feels in a person's mind and body when they are uncomfortable
137	that it is never someone's fault if they have experienced unacceptable contact

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138	how to respond to unwanted or unacceptable physical contact
140	whom to tell if they are concerned about unwanted physical contact
143	strategies to respond to pressure from friends including online
144	how to assess the risk of different online 'challenges' and 'dares'
145	how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable
146	how to get advice and report concerns about personal safety, including online
148	to identify when situations are becoming risky, unsafe or an emergency
149	to identify occasions where they can help take responsibility for their own safety
150	to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour
151	that female genital mutilation (FGM) is against British law ¹
152	what to do and whom to tell if they think they or someone they know might be at risk of FGM

Physical health and mental wellbeing

Mental Wellbeing

SIAMS Strand 4: Community & Living well together

176	to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
177	how to recognise, respect and express their individuality and personal qualities
178	about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
180	about the link between participating in interests, hobbies and community groups and mental wellbeing
182	how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
184	that there are situations when someone may experience mixed or conflicting feelings

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185	how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
186	to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
187	identify where they and others can ask for help and support with mental wellbeing in and outside school
189	about the changes that may occur in life including death, and how these can cause conflicting feelings
190	that changes can mean people experience feelings of loss or grief
192	about strategies that can help someone cope with the feelings associated with change or loss
193	to identify how to ask for help and support with loss, grief or other aspects of change
Internet safety and harms	
SIAMS Strand 4: Community & Living well together	
217	basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased
218	that some media and online content promote stereotypes
220	to recognise unsafe or suspicious content online
221	how devices store and share information
223	about the benefits of safe internet use e.g. learning, connecting and communicating
225	how to recognise when images might have been altered
226	why people choose to communicate through social media and some of the risks and challenges of doing so
227	that social media sites have age restrictions and regulations for use
228	the reasons why some media and online content is not appropriate for children
229	how online content can be designed to manipulate people’s emotions and encourage them to read or share things
231	how to recognise what is appropriate to share online

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233	how to protect personal information online
234	to identify potential risks of personal information being misused
236	to identify types of images that are appropriate to share with others and those which might not be appropriate
238	what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
239	how to report the misuse of personal information or sharing of upsetting content/ images online
241	why age restrictions are important and how they help people make safe decisions about what to watch, use or play
243	strategies to manage time spent online and foster positive habits e.g. switching phone off at night
244	what to do and whom to tell if they are frightened or worried about something they have seen online
Physical health and fitness SIAMS Strand 4: Community & Living well together	
8	about the benefits of being outdoors and in the sun for physical and mental health
9	identify where they and others can ask for help and support with physical health and fitness in and outside school
10	the importance of asking for support from a trusted adult
Healthy eating SIAMS Strand 4: Community & Living well together	
255	about how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self
256	about eating disorders, including recognising when they or others need help, sources of help and strategies for accessing it
Drugs, alcohol and tobacco SIAMS Strand 4: Community & Living well together	
267	about the risks and effects of different drugs
268	about the laws relating to drugs common to everyday life and illegal drugs

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269	to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
270	about the organisations where people can get help and support concerning drug use
271	how to ask for help if they have concerns about drug use
272	about mixed messages in the media relating to drug use and how they might influence opinions and decisions
Health & Prevention SIAMS Strand 4: Community & Living well together	
294	about the benefits of being outdoors and in the sun for physical and mental health
295	how to manage risk in relation to sun exposure, including skin damage and heat stroke
296	how medicines can contribute to health and how allergies can be managed
297	that some diseases can be prevented by vaccinations and immunisations
298	that bacteria and viruses can affect health
299	how they can prevent the spread of bacteria and viruses with everyday hygiene routines
300	to recognise the shared responsibility of keeping a clean environment
Basic First Aid SIAMS Strand 4: Community & Living well together	
307	how to deal with common injuries using basic first aid techniques
308	how to respond in an emergency, including when and how to contact different emergency services
Changing Adolescent Body SIAMS Strand 5: Dignity & Respect	
313	how to identify external genitalia and reproductive organs
314	about the physical and emotional changes during puberty
315	key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
316	strategies to manage the changes during puberty including menstruation

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317	the importance of personal hygiene routines during puberty including washing regularly and using deodorant
318	how to discuss the challenges of puberty with a trusted adult
319	how to get information, help and advice about puberty
320	identify the links between love, committed relationships and conception
321	that for some people their gender identity does not correspond with their biological sex
322	what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
323	how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
324	that pregnancy can be prevented with contraception (Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.)
325	about the responsibilities of being a parent or carer and how having a baby changes someone's life