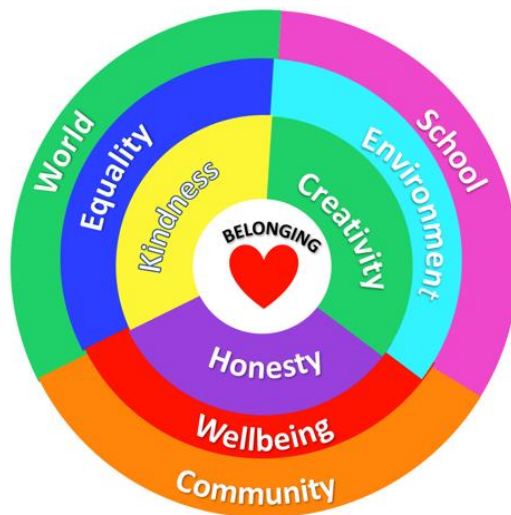


St Stephen's Junior School



Relationships Education, Relationships and Sex Education and Health Education (RSHE) policy

September 2026

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1. Aims

Pupils will only be able to thrive if they feel safe and secure at our school. Creating a sense of belonging so that effective learning can take place is at the heart of our school vision and values. Educating our children to respect and care about themselves, others and the world is at the core of RSHE. RSHE plays a vital role in safeguarding by equipping pupils with the knowledge and language to recognise risks, including those arising online, and to seek support confidently.

Our school values of **Kindness**, **Creativity** and **Honesty** will help our children to navigate their journey and prepare them for the future. These values underpin pupils relationships with others and understanding of themselves. Therefore high-quality, evidenced based teaching of relationships, sex and health education (RSHE) has a crucial role to play at St Stephen's Junior School.

Relationships, sex and health education (RSHE) at our school supports children to:

- Develop the knowledge and skills they need to keep themselves safe,
- Build positive, healthy relationships with family, friends and the wider community,
- Prepare for the opportunities, responsibilities and experiences of later life,
- Understand their own physical and emotional development,
- Make informed decisions about their health and wellbeing,
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene,
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity,
- Create a positive culture around issues of sexuality and relationships,

- Teach pupils the correct vocabulary to describe themselves and their bodies

Safeguarding is central to our RSHE curriculum. Through age-appropriate teaching, pupils develop an understanding of personal boundaries, respect, and how to recognise and respond to situations that may make them feel unsafe. They are supported to identify trusted adults and to seek help when needed.

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science. This would include the elements of health education contained in the science curriculum.

In teaching RSHE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At St Stephen's Junior School, we teach RSHE as set out in this policy. This policy reflects the Department for Education's statutory guidance for Relationships, Health and Sex Education (updated 2026) and will be reviewed regularly to ensure compliance.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – the PSHE lead and SLT pulled together all relevant information including relevant national and local guidance,
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations,
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy,
4. Pupil consultation – we investigated what exactly pupils want from their RSHE,
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

For the purpose of this policy:

RSHE is crucial for the emotional, social and cultural development of pupils. It involves learning about relationships, sexual health, sexuality, healthy lifestyles and diversity.

RSHE is made up of three distinct strands. These are:

- Relationships Education
- Health Education
- Sex Education

Relationships Education teaches children about the building blocks of positive, healthy relationships – with family, friends, peers and others. This covers families, friendships, respect, boundaries, conflict resolution, online safety, and recognizing when relationships are unhealthy or unsafe.

Health Education teaches children to make good decisions about their own health and wellbeing. This includes physical health (changing adolescent bodies and puberty), mental wellbeing, healthy eating, drugs/alcohol/tobacco awareness, basic first aid, online wellbeing and personal safety.

Sex Education in the primary context means teaching about human reproduction – specifically what happens for babies to be conceived and born. Sex Education is not compulsory in primary schools, but St Stephen's chooses to follow the Department for Education's recommendation that it be taught in years 5 and 6, aligned with the National Curriculum's Science content on reproduction. Parents have the right to withdraw their children from Sex Education (see Section 9).

5. Curriculum

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach, including:

- **Emotional literacy at the core** - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.
- **Mindful practice** - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.
- **Connection and community** - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.
- **Developing skills for respectful dialogue** - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.
- **Age-appropriate spiral curriculum** - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.
- **Interactive, participative teaching** - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

The Six Jigsaw Puzzles

RSHE is weaved into our PSHE curriculum. Each half term focuses on a difference 'puzzle piece'. Relationships Education is delivered in every term. Health Education is delivered in Spring 2 and Summer 2. Sex Education comes under Summer 2, and only in years 5 and 6.

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as Sex Education - see Section 6).

Adapting Jigsaw for Our School Community

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice - gathered through feedback within lessons, informal discussions with children, school council discussions, pupil surveys and class discussions.
- Local context and community considerations

- Feedback from parents, pupils and staff
- Our school's distinctive values of **Kindness**, **Creativity** and **Honesty**, with our overarching focus on **Belonging**.

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Some elements of Health Education may come under the Computing curriculum.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size,
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work,
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships

Online safety and awareness through understanding the following topics :

- social media influence
- misleading or harmful content
- age-appropriate understanding of consent and boundaries in digital contexts
- Being safe

Health Education focuses on teaching children to make good decisions about their own health and wellbeing, including:

- Physical health (including changing adolescent bodies and puberty)
- Mental wellbeing
- Healthy eating
- Drugs/alcohol/tobacco awareness
- Basic first aid
- Online wellbeing
- Personal safety

Primary Sex Education will focus on:

- How a baby is conceived and born.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND). We may use visual scaffolds, pre teaching, specific vocabulary and smaller group teaching to support pupils in their understanding.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about our RSHE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting

- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed .

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance,
- Would support pupils in applying their knowledge in different contexts and settings,
- Are age-appropriate, given the age and maturity of the pupils,
- Are evidence-based and contain robust facts and statistics,
- Fit into our curriculum plan,
- Are from credible sources,
- Are compatible with effective teaching approaches,
- Are sensitive to pupils' experiences and won't provoke distress.

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

Jigsaw resources are available for parents to view on request through the Jigsaw Education Group Parent Access Portal. It is always best to view the resources with the teacher or PSHE lead so that context can be provided to best understand how the resources will be used.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

8.2 The headteachers

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from Sex Education components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group,
- Modelling positive attitudes to RSHE,
- Delivering RSHE in a balanced, factual and non-partisan manner, in line with the school's duty to maintain political impartiality.
- Monitoring progress,
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the Sex Education components of RSHE,

- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to one of the school's designated safeguarding leads (DSL).

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the PSHE lead and/or the headteacher.

The subject leader (Mr Tom Parkin) is delegated the responsibility of ensuring the implementation of the RSHE and PSHE curricula.

8.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from Relationships Education or Health Education.

Sex Education is not compulsory in primary schools, however the Department for Education recommends that all primary schools teach age-appropriate Sex Education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

At St Stephen's Junior School, our approach to Sex Education is:

We teach age-appropriate Sex Education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define Sex Education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex Education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals. Children cannot be withdrawn from these lessons. Teaching of human reproduction will be grounded in clear, accurate biological knowledge using correct scientific terminology.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory Sex Education content:

Year 5: Conception

Year 6: Babies: Conception to Birth

Before making a decision to withdraw a child from Sex Education, we invite parents to discuss their concerns with the headteacher and/or PHSE lead. This discussion helps us to understand the request and enables us to clarify the nature

and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

Where a parent requests withdrawal, we will:

- Arrange a meeting to discuss the request and the curriculum content in detail,
- Share relevant teaching materials so parents can see exactly what will be taught,
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education),
- Respect the parent's final decision whilst documenting our professional advice.

We inform parents about Sex Education content by sending curriculum information letters at the start of the summer term, holding parent information sessions, and making all materials available for viewing on request.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from Sex Education.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE lead (Tom Parkin) through:

- Reviewing planning and delivery of PSHE and RSHE lessons
- Learning walks
- Pupil voice surveys
- Meetings with staff and undertaking staff voice surveys to understand how effective the teaching of PSHE and RSHE is and where staff need further support.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by Laura Cutts and Sarah Heaney (co-headteachers)

At every review, the policy will be approved by the Governing Body and the Teaching and Learning Committee.

Appendix 1: Curriculum map

The Jigsaw PSHE curriculum outlines when RSHE elements will be taught to each age group.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.	I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services. I can express how being anxious/ scared and unwell feels.	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behavior I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10- 11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behavior Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
	I can explain how my choices can have an impact on people in my immediate community and globally.	I can explain ways in which difference can be a source of conflict or a cause for celebration.	I can explain different ways to work with others to help make the world a better place.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
	I can empathise with others in my community and globally and explain how this can influence the choices I make.	I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	I can explain what motivates me to make the world a better place.	I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

Appendix 2: By the end of primary school pupils should know:

Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance 2025. This document maps the guidance to Jigsaw PSHE 3-11 by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage. The numbers in the boxes refer to the lesson in that Puzzle (unit) that contributes most to the specific statutory outcome.

RELATIONSHIPS EDUCATION		Year 3 (7-8)					
By the end of Primary, pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL, KIND RELATIONSHIPS	RKR 1: 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.	1, 3, 4, 5, 6	6	3, 4, 5, 6		1, 2, 6	5, 6
	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	3, 4, 6	5, 6			2	
	RKR 3: 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.	1, 3, 4	2, 3, 4, 5, 6	3, 5, 6		2, 6	5, 6
	RKR 4: 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.	4, 6	6			2, 5	
	RKR 5: 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.	2, 3, 5, 6	1, 2, 3, 4, 5, 6	1, 2		4, 5, 6	5
	RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	3	5, 6	3, 5, 6		2, 6	5
	RKR 7: The conventions of courtesy and manners.	1, 3, 5, 6	5, 6			2, 6	
	RKR 8: 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.	1	2, 3	1, 2, 5, 6		4, 5, 6	2, 6
	RKR 9: 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.		2, 4, 5			3	
	RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		1, 5	2,		1, 4	5, 6
	RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	2	1, 2, 4, 5, 6			1, 3, 5	

RELATIONSHIPS EDUCATION

Year 3 (7-8)

By the end of Primary, pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIES AND PEOPLE WHO CARE FOR ME	F1: That families are important for children growing up safe and happy because they can provide love, security and stability.		1			1, 6	1, 5, 6
	F2: 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.	2	1			1, 6	1, 5, 6
	F3: 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.		1			1, 5, 6	1
	F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.		1			1, 6	1
	F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		1				
	F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.		1, 2				5
CARING FRIENDSHIPS	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.	5, 6	6			2, 6	
	CF 2: 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.	5, 6, 4	3, 4, 5			2, 6	
	CF 3: 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.	3, 4, 6	5			2, 5	
	CF 4: 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.	3, 4	6			2, 6	
	CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened	4	5, 6			2, 6	
	CF 6: How to manage conflict, and that resorting to violence is never right.	4	2, 4, 5, 6			2	
	CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	4	2, 3, 4, 6			2	

RELATIONSHIPS EDUCATION

Year 3 (7-8)

By the end of Primary, pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
ONLINE SAFETY AND AWARENESS	OSA 1: 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.	4	3			2, 3, 6	
	OSA 2: 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.				(P5 scenarios)	3, 4	
	OSA 3: 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.					3	
	OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.				(P5 scenarios)	3	
	OSA 5: 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.	2			(P5 scenarios)		
	OSA 6: 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.		4	1		3	
BEING SAFE	BS 1: 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.	4, 6	5		5	2, 3, 6	
	BS 2: 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.		2			3	2, 3, 4
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.						2, 3, 4
	BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.		2		(P5 scenarios)	3	
	BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.		2		5		

RELATIONSHIPS EDUCATION

Year 3 (7-8)

By the end of Primary, pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE	BS 6: 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.		2, 3, 4, 5		3	3, 5	2, 3, 4
	BS 7: 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.		2, 3, 4, 5		4, 5	1, 5	2, 3, 4

SEX EDUCATION – NON-STATUTORY

Year 3 (7-8)

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
SEX EDUCATION	Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.						
	Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.						

HEALTH EDUCATION

Year 3 (7-8)

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERAL WELLBEING	GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.		3	3, 4, 5	1, 2, 5, 6	5, 6	
	GW 2: The importance of promoting general wellbeing and physical health.	1, 2, 3, 5		1, 3, 4, 5	1, 2, 5, 6	6	4, 6
	GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	1, 2, 3, 4, 5, 6	1, 2, 3, 6	1, 2, 6	3, 4, 5	1, 2, 3, 6	1, 2, 4, 5, 6
	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	1, 2, 3, 4, 5	1, 3, 5, 6	1, 2, 5, 6	3, 4, 5	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6

HEALTH EDUCATION		Year 3 (7-8)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERAL WELLBEING	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	1, 4	2, 3, 4, 5, 6	1, 2, 6	3, 4, 5	2, 4	2, 5
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.	4, 5	1, 2, 5			2, 5	
	GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		1, 3, 4, 5				
	GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.						2, 3, 6
	GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who 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).	2, 3	2, 3, 4, 5, 6		3, 4, 6	3, 5	3, 4, 5, 6
	GW 10: That it is common to experience mental health problems, and early support can help.						
WELLBEING ONLINE	WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.		2			3, 6	
	WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.		3			3, 6	
	WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.						
	WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	4					

HEALTH EDUCATION		Year 3 (7-8)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
WELLBEING ONLINE	WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.					3	
	WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.					3	
	WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.					3, 4	
	WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		3			3	
	WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.					3, 4	
	WO10: That they have rights in relation to sharing personal data, privacy and consent.					3	
	WO 11: Where and how to report concerns and get support with issues online.				5	3	
PHYSICAL HEALTH AND FITNESS	PHF 1: The characteristics and mental and physical benefits of an active lifestyle.				1, 2, 5, 6		
	PHF 2: The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.			4, 5	1, 2, 6		
	PHF 3: The risks associated with an inactive lifestyle, including obesity.				1, 2, 6		
	PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.				2, 4		

HEALTH EDUCATION					Year 3 (7-8)		
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
HEALTH EATING	HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content).				1, 2, 4, 6		
	HE 2: Understanding the importance of a healthy relationship with food.				2, 4, 6		
	HE 3: The principles of planning and preparing a range of healthy meals.				1, 2, 4, 6		
	HE 4: The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).				1, 2, 4, 6		
DRUGS ALCOHOL TOBACCO VAPING	DATV 1: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				3, 6		
HEALTH AND PREVENTION	HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				2,		
	HP 2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.						
	HP 3: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.						
	HP 4: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.				2		4
	HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing						4, 6
	HP 6: The facts and scientific evidence relating to vaccination and immunisation						

HEALTH EDUCATION		Year 3 (7-8)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PERSONAL SAFETY	PS1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.			5	3, 4, 5, 6		
	PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.			5	4, 5, 6		
BASIC FIRST AID	BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.				4, 6		
	BFA 2: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.						
DEVELOPING BODIES	DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.						1, 2, 3, 4, 6
	DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.						2, 3, 4
	DB 3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.						4

RELATIONSHIPS EDUCATION

Year 4 (8-9)

By the end of Primary, pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIES AND PEOPLE WHO CARE FOR ME	F1: That families are important for children growing up safe and happy because they can provide love, security and stability.				1, 6	2, 6	1, 4, 6
	F2: 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.				5, 6	2, 3, 6	4, 6
	F3: 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.					6	1, 3, 4
	F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.				1	2, 6	3, 4
	F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.					5	4
	F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.						4
CARING FRIENDSHIPS	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.	1	3, 6		1, 5	4, 6	
	CF 2: 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.	1	3, 6		2, 5, 6	4, 5, 6	
	CF 3: 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.				1	1, 3, 4, 5,	
	CF 4: 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.	1	3, 6		1, 2, 4, 5, 6	1, 4, 5, 6	
	CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened					1, 4	
	CF 6: How to manage conflict, and that resorting to violence is never right.	5	3, 4		2, 5, 6	1, 4	
	CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		3, 4		1, 2, 4, 5, 6	1, 4	

RELATIONSHIPS EDUCATION

Year 4 (8-9)

By the end of Primary, pupils should know:

RESPECTFUL, KIND RELATIONSHIPS		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	RKR 1: 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.	1, 3, 4, 5, 6	1, 2, 6	6	2	1, 4, 6	4
	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	5, 6	3		2, 4, 5, 6	4, 5, 6	
	RKR 3: 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.	4, 5, 6	2, 3	2, 3, 4, 5, 6	2, 4, 5, 6	1, 2, 4	4
	RKR 4: 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.	3, 5	3, 4		2, 4, 5, 6	1, 4	
	RKR 5: 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.	2, 3, 4, 6	2, 3, 4, 5		5, 6	1, 4, 5, 6	4, 6
	RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	1, 5	3	3		1, 2, 4, 6	4, 6
	RKR 7: The conventions of courtesy and manners.	1, 4	5	5, 6		4	
	RKR 8: 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.	3, 4, 6	2, 5, 6	1, 3, 4, 5, 6	1, 3		1
	RKR 9: 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.		1, 3, 4		5		
	RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		1, 2, 6				
	RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	2	2, 3, 4		2, 3, 4, 5, 6	1, 2	3, 5, 6

RELATIONSHIPS EDUCATION

Year 4 (8-9)

By the end of Primary, pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
ONLINE SAFETY AND AWARENESS	OSA 1: 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.		3, 4		6	4	
	OSA 2: 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.		2, 3, 4		6		5
	OSA 3: 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.				6		
	OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.		4		1		
	OSA 5: 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.		4				
	OSA 6: 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.		1, 4				5
BEING SAFE	BS 1: 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.	5	4		1, 2, 3, 4, 5, 6	4, 5	
	BS 2: 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.						2, 3
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.						2, 3
	BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	2	4				3
	BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.				4, 5, 6		

RELATIONSHIPS EDUCATION

Year 4 (8-9)

By the end of Primary, pupils should know:

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE	BS 6: 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.	3, 4		2, 5		
	BS 7: 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.	1, 3, 4		2, 3, 4, 5, 6		2, 3, 4, 6

SEX EDUCATION – NON-STATUTORY

Year 4 (8-9)

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
SEX EDUCATION	Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.					
	Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.					

HEALTH EDUCATION

Year 4 (8-9)

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERAL WELLBEING	GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.		6		4, 6	1, 3
	GW 2: The importance of promoting general wellbeing and physical health.	6	6	4		
	GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	1, 4	1, 3, 4, 6	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	2, 3, 4, 5, 6

HEALTH EDUCATION

Year 4 (8-9)

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERAL WELLBEING	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	1, 4	1, 2, 3, 4, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	2, 3, 4, 5, 6
	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	4	1, 2, 3, 4, 5	2, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 3, 4, 5	4, 5, 6
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.		6		1, 6	1	
	GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		1, 3, 4, 6		5, 6		
	GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.		6	2		1, 2, 3	3, 4, 5, 6
	GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who 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).	2	1, 4	1, 2	1, 4, 5, 6	1, 2, 4	2, 3, 4, 5, 6
	GW 10: That it is common to experience mental health problems, and early support can help.				4		
WELLBEING ONLINE	WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.		2, 3, 4	2			
	WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.		3		6	1, 4	
	WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		4	2			
	WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.		3, 4		6		

HEALTH EDUCATION		Year 4 (8-9)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
WELLBEING ONLINE	WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.						
	WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.		4			4	
	WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.		2, 4		3	1	5, 6
	WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		3, 4		6		
	WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.				3		
	WO10: That they have rights in relation to sharing personal data, privacy and consent.		4		1		
	WO 11: Where and how to report concerns and get support with issues online.		3, 11		6		
PHYSICAL HEALTH AND FITNESS	PHF 1: The characteristics and mental and physical benefits of an active lifestyle.						
	PHF 2: The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.						
	PHF 3: The risks associated with an inactive lifestyle, including obesity.						
	PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.				4, 5		

HEALTH EDUCATION		Year 4 (8-9)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
HEALTH EATING	HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content).						
	HE 2: Understanding the importance of a healthy relationship with food.						
	HE 3: The principles of planning and preparing a range of healthy meals.						
	HE 4: The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).						
DRUGS, ALCOHOL, TOBACCO AND VAPING	DATV 1: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				3, 4, 5, 6		
HEALTH AND PREVENTION	HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.						
	HP 2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.						
	HP 3: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.						
	HP 4: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.						
	HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing						
	HP 6: The facts and scientific evidence relating to vaccination and immunisation						

HEALTH EDUCATION		Year 4 (8-9)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PERSONAL SAFETY	PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.				2		
	PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.				2, 4, 5, 6		
BASIC FIRST AID	BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.				2		
	BFA 2: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.						
DEVELOPING BODIES	DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.					5	1, 2, 3, 6
	DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.						2
	DB 3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.						2, 3

RELATIONSHIPS EDUCATION

Year 5 (9-10)

By the end of Primary, pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIES AND PEOPLE WHO CARE FOR ME	F1: That families are important for children growing up safe and happy because they can provide love, security and stability.		1				4
	F2: 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.				6	5	4, 6
	F3: 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.	2, 3, 6	1, 2, 5, 6	4			
	F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.				6	1	4, 6
	F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						4
	F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.					5	
CARING FRIENDSHIPS	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.		3		4, 6		
	CF 2: 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.	6	2, 6		4, 6	2	5
	CF 3: 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.	6	3			1	
	CF 4: 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.	6	2				
	CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened				2	5	5
	CF 6: How to manage conflict, and that resorting to violence is never right.	5	1, 3, 4, 6		2	2	
	CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		2, 3, 4		2	2, 6	

RELATIONSHIPS EDUCATION

Year 5 (9-10)

By the end of Primary, pupils should know:

RESPECTFUL, KIND RELATIONSHIPS		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	RKR 1: 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.	2, 3, 4, 5, 6	6	5, 6	2	5	5
	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	5			2, 6	3, 4, 6	
	RKR 3: 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.	4, 5			3, 4	1, 2, 4, 5	
	RKR 4: 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.					1, 2, 4, 6	
	RKR 5: 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.	2, 3, 4, 5, 6	1, 2, 3, 4, 6	2, 4, 5	2, 4	2, 4, 5	4, 5
	RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	4, 5, 6		6	4	2, 5	
	RKR 7: The conventions of courtesy and manners.	2, 5, 6	1, 2, 4, 6		2, 4	2	
	RKR 8: 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.	1	6	1, 2, 3	4, 6	1	1, 5, 6
	RKR 9: 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.		3, 4, 6			2, 4	
	RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	2, 6	1, 2, 4, 5, 6	4, 5			
	RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.		3, 4		4	1, 2, 4, 6	5, 6

RELATIONSHIPS EDUCATION

Year 5 (9-10)

By the end of Primary, pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
ONLINE SAFETY AND AWARENESS	OSA 1: 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.		3, 4		4	2, 3, 4, 6	1
	OSA 2: 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.		3	3	4, 5, 6	2, 3, 4, 6	5
	OSA 3: 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.				4	2, 3, 4	
	OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.			2		2, 3, 6	
	OSA 5: 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.					2, 3, 6	
	OSA 6: 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.					3, 4, 6	1, 5
BEING SAFE	BS 1: 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.	5	1		2, 4	2, 3, 4, 6	
	BS 2: 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.					2, 3, 6	
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.						4
	BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.					2, 3, 4, 6	
	BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.		3			2, 3, 6	

RELATIONSHIPS EDUCATION

Year 5 (9-10)

By the end of Primary, pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE	BS 6: 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.		3			2, 3, 4, 6	
	BS 7: 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.		3		2, 3	2, 4, 6	3, 4, 5

SEX EDUCATION – NON-STATUTORY

Year 5 (9-10)

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
SEX EDUCATION	Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.						4
	Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.						

HEALTH EDUCATION

Year 5 (9-10)

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERAL WELLBEING	GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.			5, 6	6	1, 5	1
	GW 2: The importance of promoting general wellbeing and physical health.	1			1, 5, 6	1, 5	1, 5
	GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	1, 2	2, 3, 6	1, 2	2, 3, 4, 5, 6	1, 2, 4, 5, 6	1, 2, 3, 5, 6
	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	2, 3, 6	1, 2, 3, 6	1, 2, 4, 5	2, 3, 4, 5, 6	1, 4, 5, 6	1, 2, 3, 5, 6

HEALTH EDUCATION		Year 5 (9-10)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERAL WELLBEING	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate		1, 2, 3, 4, 5		2, 3, 4, 5, 6	1, 2, 4, 5, 6	1, 2, 3, 5, 6
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.	2, 6	3, 6		6	1, 4	
	GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		3, 4, 6		4	2, 3	
	GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	6					2, 3, 6
	GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who 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).		3, 4, 6	2	6	1, 3, 4, 5	1, 2, 3, 5, 6
	GW 10: That it is common to experience mental health problems, and early support can help.				5, 6	1, 5	1
WELLBEING ONLINE	WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.		5	2, 3, 4	4, 6	2, 3, 4, 5, 6	5
	WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.				4, 6	2, 3, 4, 5, 6	
	WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				4, 6	2, 3, 4, 5, 6	1
	WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.		3		4	2, 3, 4	

HEALTH EDUCATION		Year 5 (9-10)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
WELLBEING ONLINE	WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.			2	4	2, 3, 4, 6	
	WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.			2		4, 5	
	WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.			2, 3	1, 4, 5, 6	2, 3, 4, 6	1, 5
	WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		3		4	2, 3, 4, 6	
	WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.				5	3, 4, 6	5
	WO10: That they have rights in relation to sharing personal data, privacy and consent.			2		2, 3, 4, 6	
	WO 11: Where and how to report concerns and get support with issues online.					2, 3, 4, 6	1
PHYSICAL HEALTH AND FITNESS	PHF 1: The characteristics and mental and physical benefits of an active lifestyle.				6	5	
	PHF 2: The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.				6		
	PHF 3: The risks associated with an inactive lifestyle, including obesity.				6		
	PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.					5	

HEALTH EDUCATION		Year 5 (9-10)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
HEALTH EATING	HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content).				5		
	HE 2: Understanding the importance of a healthy relationship with food.				5		
	HE 3: The principles of planning and preparing a range of healthy meals.				5		
	HE 4: The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).				5		
DRUGS, ALCOHOL, TOBACCO AND VAPING	DATV 1: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				1, 2		
HEALTH AND PREVENTION	HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				5, 6	5	
	HP 2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.						
	HP 3: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.					5	
	HP 4: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.						
	HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing						
	HP 6: The facts and scientific evidence relating to vaccination and immunisation						
PERSONAL SAFETY	PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.				2, 3		
	PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.				3		

HEALTH EDUCATION		Year 5 (9-10)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BASIC FIRST AID	BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.				2, 3		
	BFA 2: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.				3		
DEVELOPING BODIES	DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.						2, 3, 4 5, 6
	DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.						2, 3, 4
	DB 3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.						2

RELATIONSHIPS EDUCATION

Year 6 (10-11)

By the end of Primary, pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIES AND PEOPLE WHO CARE FOR ME	F1: That families are important for children growing up safe and happy because they can provide love, security and stability.	3			3, 5, 6	3	3
	F2: 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.	3			3, 5, 6	2, 3, 4, 5, 6	5
	F3: 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.	2, 3	2				
	F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	3			5, 6		
	F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		1				
	F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.					2	
CARING FRIENDSHIPS	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.	3	3		4	3	4, 4a
	CF 2: 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.	6	3		4	1, 4	4, 4a
	CF 3: 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.				4	1, 2, 3	4a, 6
	CF 4: 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.	6			4	2, 4	4, 4a, 5
	CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened						4a
	CF 6: How to manage conflict, and that resorting to violence is never right.		3, 4		4	4	
	CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		3, 4		3, 4	4, 5, 6	4, 4a

RELATIONSHIPS EDUCATION

Year 6 (10-11)

By the end of Primary, pupils should know:

RESPECTFUL, KIND RELATIONSHIPS		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	RKR 1: 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.	2, 4, 6	3, 6	3, 4, 5		2, 4	4, 4a
	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	4	3		3, 4	4, 5, 6	4, 4a
	RKR 3: 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.	6	4	4, 5	6	4, 5, 6	4, 4a
	RKR 4: 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.		3, 4		3, 4, 5	4, 5, 6	4, 4a
	RKR 5: 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.	2, 3, 4, 5, 6	2, 3, 4, 5, 6	3, 4, 5, 6	4	1, 4, 5, 6	4, 4a
	RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	4, 5		4, 5		4	4, 4a, 6
	RKR 7: The conventions of courtesy and manners.	1, 4		6		4	4a
	RKR 8: 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.	1, 3	1	1, 2, 6	5, 6	1, 2, 4, 5, 6	1, 2, 4a, 5, 6
	RKR 9: 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.		3, 4			4	4
	RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	1, 2	1, 2, 5				1
	RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	6		3	3, 4, 5, 6	1, 2, 3, 5, 6	4, 4a, 6

RELATIONSHIPS EDUCATION

Year 6 (10-11)

By the end of Primary, pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
ONLINE SAFETY AND AWARENESS	OSA 1: 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.		3, 4			4, 5, 6	4
	OSA 2: 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.					4, 5, 6	5
	OSA 3: 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.				1	5, 6	
	OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.					5, 6	4
	OSA 5: 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.		4			4, 5, 6	4
	OSA 6: 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.					4, 5, 6	
BEING SAFE	BS 1: 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.	4	3		4	4, 5, 6	4
	BS 2: 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.				3	2, 5, 6	2, 4
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.				1, 2		4
	BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	5			3	4, 5, 6	
	BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.		3		3, 4	4, 5, 6	4

RELATIONSHIPS EDUCATION

Year 6 (10-11)

By the end of Primary, pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE	BS 6: 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.	5	4		2, 3, 4	2, 4, 5, 6	4
	BS 7: 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.		4		2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	2, 4, 4a, 6

SEX EDUCATION – NON-STATUTORY

Year 6 (10-11)

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
SEX EDUCATION	Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.						3
	Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.						

HEALTH EDUCATION

Year 6 (10-11)

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERAL WELLBEING	GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	1, 3		2, 3, 4, 5	6	2	2, 4a
	GW 2: The importance of promoting general wellbeing and physical health.		6		1, 2, 5, 6	1, 2	1, 2, 5, 6
	GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	1, 3	3, 4	2, 3, 4, 5, 6	1, 3, 4, 5, 6	1, 2, 3, 4	1, 2, 3, 4, 4a, 5, 6

HEALTH EDUCATION		Year 6 (10-11)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
GENERAL WELLBEING	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	1	2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 3, 4, 5, 6	1, 2, 3, 4	1, 2, 3, 4, 4a, 5, 6
	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate		1, 3, 4	3, 4, 5	1, 3, 5, 6	1, 2, 3, 4, 5, 6	1, 4, 4a, 5, 6
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.				4, 5, 6	1, 2	4a, 6
	GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.		3, 4			4, 5, 6	4
	GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.			3		2, 3	2, 4a, 6
	GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who 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).		3, 4	3	1, 2, 3, 4, 5, 6	2, 3, 4, 5, 6	1, 2, 4, 4a, 5, 6
	GW 10: That it is common to experience mental health problems, and early support can help.				1, 5, 6	1, 2, 3	1, 5
WELLBEING ONLINE	WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.		2, 3			5, 6	4, 5
	WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.		4			2, 5, 6	4, 4a
	WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				1	2, 5, 6	5

HEALTH EDUCATION		Year 6 (10-11)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
WELLBEING ONLINE	WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.		3, 4			5, 6	4, 5
	WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.					4, 5, 6	4, 4a
	WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.				1		
	WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.					4, 5, 6	1, 4a, 5
	WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		3, 4			5	4
	WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.	5				4, 5, 6	1, 4a, 5
	WO10: That they have rights in relation to sharing personal data, privacy and consent.					5, 6	4
	WO 11: Where and how to report concerns and get support with issues online.		4			2, 4, 5, 6	4
PHYSICAL HEALTH AND FITNESS	PHF 1: The characteristics and mental and physical benefits of an active lifestyle.			2	1, 6		
	PHF 2: The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.				1, 6		
	PHF 3: The risks associated with an inactive lifestyle, including obesity.				1		
	PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.				1, 6	2	

HEALTH EDUCATION		Year 6 (10-11)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
HEALTH EATING	HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content).				1	2	
	HE 2: Understanding the importance of a healthy relationship with food.				1		
	HE 3: The principles of planning and preparing a range of healthy meals.	3			1		
	HE 4: The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).				1		
DRUGS, ALCOHOL, TOBACCO AND VAPING	DATV 1: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				1, 2, 3, 4, 6		
HEALTH AND PREVENTION	HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				1, 5, 6	1, 2	
	HP 2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.				1		
	HP 3: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	3			1, 5	1	
	HP 4: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.				1		
	HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing						2
	HP 6: The facts and scientific evidence relating to vaccination and immunisation				1		
PERSONAL SAFETY	PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	5			2, 4		
	PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.						

HEALTH EDUCATION		Year 6 (10-11)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BASIC FIRST AID	BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.						
	BFA 2: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.						
DEVELOPING BODIES	DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.						1, 2, 3
	DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.						2, 3
	DB 3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.						

Appendix 3: Parent/carer form requesting their child's withdrawal from Sex Education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from Sex Education within RSHE			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	