



Relationships and Sex Education (RSE) Policy

Including Relationships Education, Health Education and Online Safety

Updated for September 2026 statutory implementation

Contents

1. Introduction and school ethos	2
2. Aims of RSE at St Edmund's	2
3. Statutory and regulatory framework	2
4. Policy development and consultation	3
5. Definition of RSE	3
6. Curriculum intent, structure and progression	4
7. Primary Relationships Education	4
8. Primary Health Education and puberty education	5
9. Secondary Relationships and Sex Education	5
10. Health Education	5
11. Online safety, digital literacy and artificial intelligence	6
12. Equality, inclusion and protected characteristics	6
13. SEND, vulnerability and accessibility	7
14. Safeguarding and child protection	7
15. Teaching sensitive content and responding to questions	7
16. Working with parents and carers	8
17. Parents' right to request withdrawal	8
18. Roles and responsibilities	9
19. Pupils' responsibilities and learning culture	9
20. Staff training and professional development	9
21. Monitoring, evaluation and quality assurance	10
22. Policy review and linked policies	10
Appendix 1 - Jigsaw PSHE 3-11 statutory mapping	11
Appendix 2 - Jigsaw PSHE 11-16 statutory mapping	60
Appendix 3 - Jigsaw PSHE 3-11 summary of updates for September 2026	78
Appendix 4 - Jigsaw PSHE 11-16 key new content and teaching preparation	89
Appendix 5 - DfE statutory expectations summary	95
Appendix 6 - Parent form: Withdrawal from sex education within RSE	96

1. Introduction and school ethos

The purpose of this policy is to ensure that Relationships and Sex Education (RSE), Relationships Education and Health Education at St Edmund's School support the School's ethos, fulfil the School's aims and meet statutory obligations. RSE is an essential part of the School's wider personal development, pastoral and safeguarding provision.

At St Edmund's, we see the curriculum as the total learning experience for pupils. This includes taught lessons, routines, relationships, behaviour expectations, assemblies, chapel, enrichment, pastoral support, the hidden curriculum and the daily culture of the School. RSE therefore sits within a whole-school approach to wellbeing, safeguarding and character formation.

Our approach is grounded in the belief that pupils need both knowledge and judgement. They need accurate information about bodies, relationships, health, consent, safety and the digital world, but they also need empathy, self-respect, resilience, critical thinking and the confidence to seek help when something feels wrong.

RSE is taught within the context of the School's Christian ethos while respecting those of all faiths and those of no faith. The School recognises and values the diversity of family life and seeks to ensure that no pupil is made to feel different, excluded or stigmatised because of their family circumstances, background, identity or additional needs.

2. Aims of RSE at St Edmund's

The aims of RSE at St Edmund's are to provide a coherent, age-appropriate and safeguarding-led curriculum through which pupils learn how to build healthy relationships, make informed decisions, understand their rights and responsibilities, and live with confidence, kindness and respect.

- provide a safe framework in which sensitive discussions can take place;
- help pupils develop feelings of self-respect, confidence and empathy;
- support pupils to understand healthy relationships and recognise unhealthy, unsafe or exploitative relationships;
- prepare pupils for puberty, adolescence and adult life;
- teach accurate vocabulary to describe bodies, emotions, relationships and health;
- support pupils in understanding consent, boundaries and personal safety;
- equip pupils to navigate online environments safely and critically;
- promote equality, inclusion and respect for others;
- ensure pupils know how and where to seek help.

3. Statutory and regulatory framework

This policy has been developed in accordance with relevant statutory and regulatory requirements, including the Children and Social Work Act 2017, the Education Act 1996, the Equality Act 2010, the Independent School Standards Regulations, Keeping Children Safe in

Education, the SEND Code of Practice and the DfE statutory guidance for Relationships Education, Relationships and Sex Education and Health Education.

The revised DfE RSHE statutory guidance published in 2025 becomes mandatory for schools in England from September 2026. This policy reflects the updated requirements and the curriculum has been reviewed against the updated Jigsaw PSHE mapping documents included in the appendices.

As a school educating pupils across primary and secondary phases, St Edmund's must provide Relationships Education and Health Education to pupils receiving primary education, and Relationships and Sex Education and Health Education to pupils receiving secondary education. Sex education is also taught through the statutory Science curriculum where relevant.

While Health Education is not mandated for independent schools in the same way as for maintained schools, St Edmund's delivers Health Education in full to meet Independent School Standards requirements for PSHE, pupil wellbeing and safeguarding.

4. Policy development and consultation

This policy has been reviewed in response to the updated DfE statutory guidance and the revised Jigsaw PSHE materials. The review has considered the previous school policy, national guidance, Jigsaw mapping documentation, safeguarding expectations and the needs of pupils at St Edmund's.

The policy will be shared with relevant stakeholders and reviewed annually. The School recognises the importance of transparency with parents and carers and will provide clear information about the curriculum, especially where sensitive or non-statutory sex education content is taught. This policy is published on the School website and is available in accessible formats upon request.

5. Definition of RSE

RSE is lifelong learning about relationships, emotional wellbeing, physical development, sexual health, identity, safety, consent, equality and personal responsibility. It involves a combination of factual information, skill development, reflection and values-based discussion.

RSE is not about promoting sexual activity, sexual orientation or a particular lifestyle. It is about giving pupils the knowledge and confidence to make safe, respectful and informed choices, to understand themselves and others, and to know when and how to seek support.

The School teaches RSE in an age-appropriate way. This means that content is matched to pupils' developmental stage and is sequenced so that pupils learn what they need to know before they are likely to encounter particular risks or changes.

6. Curriculum intent, structure and progression

The School uses the Jigsaw PSHE programme as the core framework for PSHE and RSE. Jigsaw provides a spiral curriculum through which key themes are revisited over time in increasing depth. This supports retention, progression, emotional literacy and age-appropriate safeguarding.

The curriculum is sequenced through six recurring Jigsaw Puzzles: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. RSE content is not confined to one unit; it is woven through the programme and reinforced through wider pastoral provision.

Following the 2025 statutory guidance, the curriculum places enhanced emphasis on online safety, digital literacy, AI-generated material, deepfakes, social media pressures, pornography, misogyny, consent, emotional wellbeing, help-seeking, vaping and nicotine products, digital spending risks, personal safety and safeguarding.

Curriculum content may be adapted where necessary to respond to pupil needs, safeguarding issues, emerging risks or local context. Any adaptation will remain consistent with statutory obligations and the School's safeguarding responsibilities.

7. Primary Relationships Education

In the Prep School, Relationships Education focuses on the fundamental building blocks and characteristics of positive relationships. Pupils learn about families, friendships, respect, kindness, boundaries, online relationships and being safe.

- families and people who care for them, including the importance of love, security and stability;
- different family structures and the importance of respecting families that may look different from one's own;
- caring friendships, including how friendships are formed, maintained and repaired;
- kindness, courtesy, manners, empathy and respect;
- bullying, including online bullying, and how to seek help;
- privacy, personal boundaries and the difference between appropriate and inappropriate contact;
- how to recognise when a relationship makes them feel unhappy, unsafe or uncomfortable;
- how to identify trusted adults and ask for help.

Teaching is carefully matched to pupils' age and stage. It supports children to develop emotional vocabulary, confidence and an understanding that they have the right to feel safe and respected.

8. Primary Health Education and puberty education

Primary pupils receive Health Education as part of PSHE, Science and wider school provision. This includes physical health, mental wellbeing, hygiene, exercise, sleep, healthy eating, safety education, online wellbeing and puberty.

Puberty education is taught before most pupils experience puberty so that children are prepared and do not feel alarmed or ashamed by normal physical and emotional changes. Teaching uses correct anatomical vocabulary and emphasises dignity, privacy, hygiene, emotional support and trusted adults.

Primary sex education, where taught outside the statutory Science curriculum, is carefully limited, age appropriate and communicated to parents. The updated Jigsaw materials provide a clearer separation between statutory content and non-statutory sex education, supporting parental communication and withdrawal processes.

9. Secondary Relationships and Sex Education

In the Senior School, RSE builds on the foundations of the Prep School and gives pupils the knowledge and skills needed to develop healthy, nurturing relationships of all kinds. Teaching is factual, inclusive, age appropriate and safeguarding-led.

- different types of committed and stable relationships;
- families, parenting, marriage, civil partnership and the legal status of relationships;
- healthy and unhealthy relationships, including coercion, control, exploitation and abuse;
- consent, boundaries, communication, respect and power dynamics;
- sexual health, contraception, sexually transmitted infections and reproductive health;
- online relationships, pornography, image sharing, deepfakes and AI-generated material;
- misogyny, harmful online influencers, stereotypes and prejudice;
- how to seek help for themselves or others.

The curriculum recognises that pupils encounter messages about relationships, sex, identity and bodies from peers, social media, online influencers and wider culture. RSE provides a safe, factual and values-led space in which pupils can develop critical thinking and make sense of these messages.

10. Health Education

Health Education supports pupils to understand physical health, mental wellbeing and the choices that contribute to a healthy lifestyle. It is taught in an age-appropriate way throughout the School.

- mental wellbeing and emotional literacy;
- physical activity, healthy eating and sleep;
- personal hygiene, dental health and health prevention;
- puberty and developing bodies;

- vaccination and immunisation;
- drugs, alcohol, tobacco, vaping and nicotine products, including nicotine pouches;
- basic first aid and personal safety;
- online wellbeing, gaming, digital spending risks and financial harms.

The updated statutory guidance gives greater prominence to online wellbeing, mental health, safety education, nicotine addiction and digital risks. These areas are reflected in the updated Jigsaw programme and in the School's wider pastoral work.

11. Online safety, digital literacy and artificial intelligence

The School recognises that digital life is a major part of pupils' social, emotional and relational development. Online safety is therefore embedded through PSHE, Computing, safeguarding education, assemblies and pastoral support.

Pupils are taught that online behaviour has real consequences. The same principles of respect, kindness, consent and safety apply online as they do face to face. Pupils learn to think critically about what they see, share and experience online. Teaching addresses online misogynistic ideologies and narratives that normalise harassment, control or violence, helping pupils recognise and challenge harmful beliefs.

- privacy settings, personal information and location sharing;
- digital footprints and the permanence of online content;
- cyberbullying, harassment, abuse and online reporting routes;
- AI-generated images, deepfakes and manipulated content;
- social media pressures, body image and comparison;
- harmful online influencers, misogyny and extremist content;
- helping pupils recognize and challenge harmful beliefs
- pornography and unrealistic or harmful expectations, normalisation of sexual aggression;
- scams, in-game purchases, monetisation and digital financial harms.

The updated curriculum explicitly addresses the additional online risks highlighted in the 2025 statutory guidance, including AI-generated material and deepfakes. Pupils are encouraged to pause, evaluate, seek help and report concerns.

12. Equality, inclusion and protected characteristics

The School is committed to ensuring that RSE is inclusive and respectful. Teaching reflects the diversity of modern Britain and supports pupils to understand that every person has dignity and should be treated with respect.

The curriculum helps pupils understand prejudice, stereotypes, discrimination and protected characteristics in an age-appropriate way. It challenges misogyny, racism, homophobia, ableism and other forms of prejudice. It also supports pupils to understand that families may be structured in different ways and that all pupils should feel safe and valued.

Teaching is balanced and sensitive. It does not seek to undermine parents' values or beliefs, but it does ensure that pupils learn the law, understand respect for others and know that discrimination and harassment are unacceptable.

13. SEND, vulnerability and accessibility

High-quality teaching, adapted to the needs of pupils, is the starting point for accessibility. The School recognises that some pupils with SEND, social communication differences, social, emotional and mental health needs, or other vulnerabilities may require additional support to access RSE and apply learning safely in real situations.

RSE can be particularly important for pupils who may be vulnerable to exploitation, bullying, coercion, online manipulation or misunderstanding social situations. Staff therefore consider pupils' needs carefully when planning and delivering lessons.

- pre-teaching key vocabulary;
- visual supports and structured discussion;
- clear scenarios and repeated practice;
- careful use of distancing techniques;
- small-group or pastoral follow-up where needed;
- liaison with the Learning Support Department and safeguarding team.

Adaptations are designed to enable access, not to lower expectations or remove pupils from important safeguarding learning unless there is a clear individual reason to do so.

14. Safeguarding and child protection

Safeguarding is central to RSE at St Edmund's. Effective RSE helps pupils recognise risk, understand their rights and responsibilities, seek help and report concerns. It is part of the School's preventative safeguarding approach.

Pupils are taught that abuse, coercion, exploitation, harassment and harmful sexual behaviour are never acceptable. They are taught to identify trusted adults, to keep asking for help until they are heard, and to understand that they will be taken seriously.

If a pupil makes a disclosure during or following an RSE lesson, staff will respond in accordance with the School's Safeguarding and Child Protection Policy. Staff cannot promise confidentiality where a safeguarding concern exists. Concerns will be passed to the Designated Safeguarding Lead or a deputy DSL without delay.

15. Teaching sensitive content and responding to questions

RSE includes topics that may be sensitive for pupils, families or staff. Teachers establish ground rules so that lessons are calm, respectful and purposeful. Pupils are reminded not to make personal disclosures in front of the class and are signposted to support if a lesson raises a concern.

Teachers use distancing techniques such as scenarios, case studies and fictional examples to enable discussion without requiring pupils to share personal experiences. Accurate vocabulary is used and questions are answered in a professional, factual and age-appropriate way.

Where a question is beyond the planned curriculum, not age appropriate, or raises a safeguarding concern, the teacher may delay answering, answer privately, seek guidance from the Head of PSHE or DSL, or signpost the pupil to appropriate support.

16. Working with parents and carers

The School recognises that parents and carers are the primary educators of their children in relation to relationships, values and personal development. The School seeks to work in partnership with families and to communicate clearly about curriculum content.

Parents are provided with information about RSE and are encouraged to raise questions or concerns. Where sensitive content is due to be taught, the School may provide additional communication or opportunities to view resources, particularly in relation to non-statutory sex education.

The School aims to ensure that parents understand what is statutory, what is non-statutory, how the curriculum is delivered, and how they can support conversations at home. Guest speakers, and all external contributors, are approved in advance, briefed on safeguarding and balanced delivery of materials, are supervised by staff at all times and are not able to prevent parental access to materials.

In line with statutory guidance, parents may request to view a representative sample of RSHE teaching materials. The School will not enter into arrangements with external providers that prevent such access.

17. Parents' right to request withdrawal

Parents do not have the right to withdraw pupils from Relationships Education, Health Education or statutory Science curriculum content. These areas are statutory and are essential to safeguarding and personal development.

Parents do have the right to request that their child is withdrawn from non-statutory sex education components of RSE. Requests should be made in writing to the Headteacher using the form in Appendix 6. The Headteacher, or delegated senior leader, will discuss the request with parents and clarify the nature and purpose of the relevant curriculum content.

For secondary pupils, parents may request withdrawal from sex education up to and until three terms before the child turns 16. After that point, if the pupil wishes to receive sex education rather than be withdrawn, the School will make arrangements for this to happen before the pupil turns 16.

Where a pupil is withdrawn from non-statutory sex education, appropriate alternative supervised work will be provided.

18. Roles and responsibilities

The Governing Body holds ultimate responsibility for ensuring that the School meets statutory requirements and that RSE is well led, effectively managed, appropriately resourced and delivered in ways that are accessible to all pupils.

The Headteacher is responsible for ensuring that RSE is taught consistently across the School, that staff are appropriately supported, and that parental withdrawal requests are managed in line with statutory guidance.

The Head of PSHE is responsible for curriculum leadership, mapping, quality assurance, staff guidance and annual review of RSE provision. The Head of PSHE works with the PSHE Senior Lead, the safeguarding team, pastoral leaders, Learning Support and Senior Leadership Team to ensure provision is coherent and responsive.

All staff delivering RSE are responsible for teaching sensitively and professionally, modelling respectful attitudes, following safeguarding procedures, adapting teaching to pupils' needs and responding appropriately to questions and concerns.

19. Pupils' responsibilities and learning culture

Pupils are expected to engage fully in RSE and to treat others with respect and sensitivity. The School expects pupils to listen carefully, use appropriate language, avoid personal comments and understand that everyone has the right to feel safe in lessons.

RSE lessons are designed to encourage thoughtful reflection rather than judgement of others. Pupils are supported to disagree respectfully, consider different perspectives and develop confidence in seeking help when they or someone else may be at risk.

20. Staff training and professional development

The School recognises that staff confidence and subject knowledge are essential to effective RSE. Staff delivering RSE receive appropriate support, guidance and training. Staff who have concerns about teaching particular content should discuss this with the Head of PSHE or a senior leader so that support can be provided.

Training may include statutory updates, safeguarding, online safety, consent education, handling sensitive questions, SEND adaptation, use of Jigsaw materials and awareness of emerging risks. External expertise may be used where appropriate.

For Senior School teaching, staff should also refer to Appendix 4, which identifies key new Jigsaw 11-16 content requiring particular preparation, including online safety, AI risks, consent,

power dynamics, misogyny, sexual harassment, grooming, trafficking, health issues and legal literacy.

21. Monitoring, evaluation and quality assurance

The School monitors and evaluates RSE provision to ensure that it is effective, compliant and responsive to pupils' needs. Quality assurance may include curriculum review, lesson visits, pupil voice, staff feedback, work scrutiny, safeguarding analysis and review of assessment or reflection activities.

The School will use Jigsaw mapping documents, statutory guidance and internal monitoring to ensure that pupils make progress towards expected outcomes and that the curriculum remains coherent across year groups. Appendices 1, 2, 3 and 4 provide evidence of statutory mapping, curriculum updates and teaching preparation priorities.

22. Policy review and linked policies

This policy will be reviewed annually by the Head of PSHE and Senior Leadership Team and approved through the appropriate governance process. It may be reviewed earlier if statutory guidance changes, safeguarding priorities shift or curriculum materials are substantially updated. This policy should be read alongside the Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy, Online Safety Policy, SEND Policy, Curriculum Policy, Equal Opportunities Policy and Visiting Speakers procedures.

SEB, AJA – May 2026

Appendix I - Jigsaw PSHE 3-11 and Statutory Relationships & Health Education Mapping (April 2026) This appendix is the Jigsaw PSHE 3-11 statutory mapping document. It demonstrates how the programme maps to the DfE statutory and Health Education guidance for implementation from September 2026.



April 2026



JIGSAW 3-11 AND STATUTORY RELATIONSHIPS & HEALTH EDUCATION

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



April 2026

RELATIONSHIPS EDUCATION		Year 1 (5-6)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary, pupils should know:							
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	2, 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.				4	1	2
	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, 6	
	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, 6	2
	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.						
	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.					3	
CARING FRIENDSHIPS	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.		5			2, 3, 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			2, 3, 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.		5			2, 3	
	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.		5, 6			2, 3, 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		5			2, 3, 5	
	CF 6: How to manage conflict, and that resorting to violence is never right.	3	3, 4, 6			3	
	CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		3, 4, 6			2, 3	

2

© Jigsaw Education Group

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

RELATIONSHIPS EDUCATION		Year 1 (5-6)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary, pupils should know:							
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 (face-to-face as foundation)	
	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 (face-to-face as foundation)	
	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.						
	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.						
	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.						
	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.						
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.		3, 4			3	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	4
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.					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.					3, 4	

RELATIONSHIPS EDUCATION		Year 1 (5-6)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE	By the end of Primary, pupils should know:						
	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, 4				
	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.					4	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.		3, 4			3, 4	4, 6

SEX EDUCATION – NON-STATUTORY		Year 1 (5-6)					
		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 1 (5-6)					
		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		5	1, 2, 4, 6		
	GW 2: The importance of promoting general wellbeing and physical health.			5	1, 2, 3, 4, 6		

HEALTH EDUCATION		Year 1 (5-6)						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
GENERAL WELLBEING	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.		3, 4, 5	1, 2, 3, 4, 5, 6	5, 6	2, 5	5, 6	
	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	1, 4, 5	3, 4, 5	1, 2, 3, 4, 5, 6	5, 6	2, 3, 4, 5, 6	4, 5, 6	
	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	4	4, 5	1, 5, 6	4, 5	2, 3, 4	4, 5, 6	
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.		3, 4, 5	6		2		
	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					
	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.						1, 3, 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).		3, 4, 5, 6		5	3, 4	6	
	GW 10: That it is common to experience mental health problems, and early support can help.					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.						
		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.						

HEALTH EDUCATION		Year 1 (5-6)				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
WELLBEING ONLINE	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.					
	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.					
	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.					
	WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.					
	WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.					
	WO10: That they have rights in relation to sharing personal data, privacy and consent.					
	WO 11: Where and how to report concerns and get support with issues online.					
	PHYSICAL HEALTH AND FITNESS	PHF 1: The characteristics and mental and physical benefits of an active lifestyle.			5	1, 2, 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.				5	1, 2, 6	
PHF 3: The risks associated with an inactive lifestyle, including obesity.					1, 2	
PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.					4	

HEALTH EDUCATION		Year 1 (5-6)					
		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, 6		
	HE 2: Understanding the importance of a healthy relationship with food.				2		
	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).				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.				3, 4		
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.				2, 6		
	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	1, 2, 6		
	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, 2, 3, 6		
	HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing				1, 2, 4, 6		
	HP 6: The facts and scientific evidence relating to vaccination and immunisation						

HEALTH EDUCATION		Year 1 (5-6)					
		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.				4, 5	4	
	PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.				5	5	
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, 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.						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.						

RELATIONSHIPS EDUCATION		Year 2 (6-7)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary, pupils should know:							
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.		6		4, 5	1, 5, 6	2, 5
	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.				4, 5	1, 6	2
	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	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.					1, 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	5
	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	5
CARING FRIENDSHIPS	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.	6	6			3, 5, 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.	2, 6	5			3, 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.		4				
	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.	2	6			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		6			3	
	CF 6: How to manage conflict, and that resorting to violence is never right.					2, 3, 4	5
	CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		3, 6			2, 3, 4, 5	5

RELATIONSHIPS EDUCATION		Year 2 (6-7)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL, KIND RELATIONSHIPS	By the end of Primary, pupils should know:						
	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, 2, 3, 4, 5, 6	4, 6	4, 5, 6		1, 2, 3, 5, 6	
	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	3, 4, 5, 6				2, 3, 4, 5, 6	5
	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.	2, 3, 6	4	6		2, 3, 6	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.	2, 6	3, 4			2, 4, 6	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, 4, 5, 6	1, 2, 3, 4, 5, 6	4, 5, 6		2, 3, 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	5, 6	4, 5, 6	3, 4		2, 3	5
	RKR 7: The conventions of courtesy and manners.	1, 2, 4, 5, 6	1, 2, 4	4, 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.	5	1, 2, 5	1, 2, 3, 4, 6		2	2, 3, 4, 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			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, 3, 5, 6				2, 4
RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	1	4, 6		5	1, 2, 3, 4, 5, 6	4, 5	

RELATIONSHIPS EDUCATION		Year 2 (6-7)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary, pupils should know:							
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, 5, 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.					5, 6	
	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.						
	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, 5	
	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.						
	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.						
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.	2	3, 4, 5			2, 3, 4, 6	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, 4, 5, 6	4, 5
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.					2, 6	4, 5
	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, 5	5
	BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.					1, 2, 5, 6	5

RELATIONSHIPS EDUCATION		Year 2 (6-7)					
		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, 4, 5, 6	5, 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.	1	4		4, 5	1, 2, 3, 4, 5, 6	4, 5, 6

SEX EDUCATION – NON-STATUTORY		Year 2 (6-7)					
		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 2 (6-7)					
		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, 2, 3, 4, 5, 6	2, 4, 5, 6		
	GW 2: The importance of promoting general wellbeing and physical health.			2, 4, 5	2, 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	3, 5, 6	1, 2, 3, 4, 5, 6	3, 4, 5	1, 2, 3, 5, 6	2, 3, 5, 6

HEALTH EDUCATION		Year 2 (6-7)					
		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	1, 3, 5, 6	1, 2, 3, 6	3, 4	3, 4, 5, 6	1, 2, 3, 4, 5, 6
	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate		3, 4	2, 5, 6	3, 4, 5	2, 3, 4, 6	1, 2, 3, 4, 5, 6
	GW 6: That isolation and loneliness can affect children, and the benefits of seeking support.		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				
	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.	1					1, 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).	1	4, 6			1, 3, 6	5, 6
GW 10: That it is common to experience mental health problems, and early support can help.	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.						
	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				
	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				
	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.						

HEALTH EDUCATION		Year 2 (6-7)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
WELLBEING ONLINE	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			4, 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.						
	WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.					4	
	WO10: That they have rights in relation to sharing personal data, privacy and consent.					5	
	WO 11: Where and how to report concerns and get support with issues online.		4			5	
PHYSICAL HEALTH AND FITNESS	PHF 1: The characteristics and mental and physical benefits of an active lifestyle.			5	4		
	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.			5			
	PHF 3: The risks associated with an inactive lifestyle, including obesity.			2, 5			
	PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.				5	4	
HEALTH EATING	HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content).			2, 5	1, 2, 6		
	HE 2: Understanding the importance of a healthy relationship with food.			2, 5	1, 2		
	HE 3: The principles of planning and preparing a range of healthy meals.			2	1, 2		
	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		

HEALTH EDUCATION		Year 2 (6-7)						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
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.				5			
	HEALTH AND PREVENTION	HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				5	4	
		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.			2, 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.			2	2		
		HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing			2, 5	2, 6		4
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.				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.	4			4			
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.				3			

HEALTH EDUCATION		Year 2 (6-7)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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, 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.						1, 2, 4, (5 skills)
	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.						

RELATIONSHIPS EDUCATION		Year 3 (7-8)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary, pupils should know:							
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)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL, KIND RELATIONSHIPS	By the end of Primary, pupils should know:						
	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)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary, pupils should know:							
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)					
		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	
PHYSICAL HEALTH AND FITNESS	WO 11: Where and how to report concerns and get support with issues online.				5	3	
	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		
HEALTH AND PREVENTION	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		
	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	PS 1: 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)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary, pupils should know:							
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)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL, KIND RELATIONSHIPS	By the end of Primary, pupils should know:						
	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)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary, pupils should know:							
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)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE	By the end of Primary, pupils should know:						
	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	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.						

RELATIONSHIPS EDUCATION		Year 5 (9-10)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary, pupils should know:							
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)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL, KIND RELATIONSHIPS	By the end of Primary, pupils should know:						
	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)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary, pupils should know:							
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)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE	By the end of Primary, pupils should know:						
	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	
PHYSICAL HEALTH AND FITNESS	WO 11: Where and how to report concerns and get support with issues online.					2, 3, 4, 6	1
	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)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary, pupils should know:							
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)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL, KIND RELATIONSHIPS	By the end of Primary, pupils should know:						
	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)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary, pupils should know:							
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)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE	By the end of Primary, pupils should know:						
	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		
	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	
HEALTH AND PREVENTION	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		
	PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	5			2, 4		
PERSONAL SAFETY	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 2 - Jigsaw PSHE 11-16 Statutory Guidance Mapping

This appendix is the Jigsaw PSHE 11-16 statutory mapping document. It demonstrates coverage of secondary Relationships and Sex Education, Health Education, online safety and related statutory outcomes.



December 2025

RSHE STATUTORY GUIDANCE MAPPING

Jigsaw PSHE 11-16 is completely compliant with DfE statutory RSHE requirements for England (2025)

The grids on the following pages show which Jigsaw lessons (Pieces) in each Puzzle contribute to each RSHE outcome, demonstrating our spiral curriculum approach.

© Jigsaw Education Group

RELATIONSHIPS and SEX EDUCATION		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
FAMILIES	By the end of Secondary pupils should know:						
	F1: That there are different types of committed stable relationships.	12+ P5		15+ P4		14+ P1	11+ P3
	F2: How these relationships might contribute to wellbeing, and their importance for bringing up children.	12+ P2		15+ P4		14+ P3	11+ P3
	F3: Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.	12+ P5		15+ P4		14+ P1 14+ P3	14+ P4
	F4: That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.	12+ P5				14+ P3	
	F5: That forced marriage and marrying before the age of 18 are illegal.	15+ P2				15+ P2	14+ P5
	F6: How families and relationships change over time, including through birth, death, separation and new relationships.	14+ P2				11+ P1 11+ P2	11+ P2 14+ P6
	F7: The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.			15+ P4	13+ P1 15+ P4	13+ P6 14+ P3	11+P3
F8: How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.	11+ P4 13+ P3 15+ P2 15+ P3				11+ P6 12+ P2 13+ P1 13+ P2 14+ P3 14+ P5 14+ P6 15+ P4 15+ P6	12+P1 12+P2	

RELATIONSHIPS and SEX EDUCATION		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL RELATIONSHIPS	By the end of Secondary pupils should know:						
	RR1: The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.	11+ P3 13+ P2 14+ P4 15+ P2	11+ P6 12+ P4 14+ P2 14+ P5	12+ P3 14+ P1 14+ P3 14+ P4		11+ P3 11+ P5 11+ P6 12+ P2 12+ P3 12+ P5 13+ P1 13+ P3 14+ P2 14+ P3 14+ P4 14+ P5 14+ P6 15+ P1 15+ P4 15+ P6	12+ P1 12+ P2 12+ P3 12+ P6 14+ P4
	RR2: How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.	12+ P4 12+ P5 14+ P1	11+ P4 12+ P4 13+ P2 13+ P3 13+ P5 14+ P1 14+ P2 14+ P3 14+ P4	13+ P3	13+ P3	11+ P5 12+ P6 13+ P1 15+ P2 15+ P3 15+ P6	11+ P3 12+ P2 13+ P4 14+ P5

RELATIONSHIPS and SEX EDUCATION		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL RELATIONSHIPS	By the end of Secondary pupils should know:						
	RR3: The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.	11+ P1 11+ P2 12+ P1 12+ P3 12+ P4 13+ P1 13+ P6	11+ P6 12+ P5 13+ P1 13+ P6 14+ P2	11+ P2 11+ P3 11+ P6 12+ P1 13+ P1 13+ P4 14+ P1 14+ P5 14+ P6	15+ P1 15+ P6	11+ P2 11+ P4 12+ P1 12+ P2 13+ P2 14+ P5 15+ P1 15+ P2 15+ P3	11+ P4 12+ P1 12+ P2 12+ P3 13+ P2 13+ P3
	RR4: What tolerance requires, including the importance of tolerance of other people's beliefs	12+ P5	12+ P1 12+ P4 14+ P2 14+ P3				
	RR5: The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.	11+ P3 12+ P4	11+ P1 11+ P6 13+ P2 14+ P2	12+ P3 13+ P1 14+ P1 14+ P5	13+ P3	11+ P2 11+ P3 11+ P5 12+ P5 12+ P6 14+ P1 14+ P3 15+ P1 15+ P4	12+ P1 12+ P2 12+ P3 12+ P4
	RR6: The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.		11+ P1 11+ P5 12+ P1 12+ P2 13+ P2 13+ P4	12+ P3 13+ P4 13+ P6	13+ P3		

RELATIONSHIPS and SEX EDUCATION		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RESPECTFUL RELATIONSHIPS	By the end of Secondary pupils should know:						
	RR7: Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.		14+ P5	14+ P1 14+ P6		11+ P3 14+ P2 15+ P4	
	RR8: The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.	13+ P2 13+ P5	14+ P5		15+ P1	11+ P1 11+ P6 12+ P3 12+ P4 13+ P2 14+ P3 14+ P5 14+ P6 15+ P4 15+ P6	
	RR9: How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.	12+ P4	11+ P1 11+ P3 12+ P1 12+ P2 12+ P4 13+ P2 13+ P3 13+ P5	13+ P6		12+ P1 13+ P3 14+ P2 14+ P4 15+ P2 15+ P3	13+ P3 13+ P4 14+ P4 14+ P5
RR10: How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.		12+ P3 14+ P3 14+ P4 14+ P5		15+ P1	12+ P2 12+ P3 13+ P1 13+ P3 14+ P6 15+ P4 15+ P6		

RELATIONSHIPS and SEX EDUCATION		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Secondary pupils should know:							
RR	RR11: How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.					13+ P3 14+ P2 14+ P4 14+ P5	
	RR12: Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.		13+ P2	13+ P4 13+ P6		13+ P3 14+ P4 15+ P1	13+ P3 13+ P4
ONLINE SAFETY AND AWARENESS	OSA 1: Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	11+ P4 13+ P4 14+ P4 15+ P6	13+ P4 13+ P5 14+ P1	12+ P3 12+ P6 13+ P4 13+ P5 13+ P6 14+ P3		11+ P4 11+ P5 12+ P5	12+ P4
	OSA 2: Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.	11+ P4 13+ P4 14+ P5 15+ P6		12+ P6 13+ P5 13+ P6 14+ P3		11+ P5 12+ P5	
	OSA 3: The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.	12+ P1 12+ P6 13+ P4 14+ P4	12+ P1	12+ P3 13+ P4 13+ P5 14+ P3		11+ P4 12+ P1	11+ P4 13+ P3 13+ P4
	OSA 4: Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.	11+ P4 11+ P5 13+ P3 13+ P4 15+ P2		12+ P6		11+ P5 12+ P3 13+ P3	

RELATIONSHIPS and SEX EDUCATION		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
ONLINE SAFETY AND AWARENESS	By the end of Secondary pupils should know:						
	OSA 6: What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.	11+ P5 14+ P4 14+ P5 15+ P2 15+ P6		12+ P6		11+ P5 12+ P3	12+ P4
	OSA 7: About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.			13+ P5		11+ P4 12+ P1	
	OSA 8: That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.	14+ P3 14+ P4 15+ P6	12+ P1 13+ P5	13+ P3 13+ P4 13+ P6		12+ P5 13+ P3 14+ P4	12+ P4 13+ P3 13+ P4
	OSA 9: That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.	11+ P4 13+ P4	12+ P1				
	OSA 10: How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.	11+ P4 13+ P3 14+ P6	11+ P5 12+ P1 13+ P4 13+ P5				13+P4
	OSA 11: That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.			11+ P4 12+ P1 13+ P3 14+ P4		13+ P3 14+ P4 15+ P1	12+P4
	OSA 12: How information and data is generated, collected, shared and used online.	14+ P3 14+ P5 15+ P6					
OSA 13: That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).	14+ P3 14+ P5 15+ P6						

RELATIONSHIPS and SEX EDUCATION		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Secondary pupils should know:							
OSA	OSA 14: That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.	11+ P6 14+ P6		12+ P6		12+ P3	
	OSA 15: That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.	14+ P6				11+ P4 12+ P1	
BEING SAFE	BS 1: How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.	13+ P2 13+ P5	11+ P6		15+ P1	11+ P1 11+ P5 11+ P6 12+ P2 12+ P3 13+ P1 13+ P2	
	BS 2: That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.	11+ P3 11+ P5 13+ P2 13+ P3 13+ P5 15+ P3			12+ P5 13+ P1 15+ P1	11+ P1 11+ P2 12+ P3 12+ P4 13+ P2 13+ P6 14+ P3	14+ P3

RELATIONSHIPS and SEX EDUCATION		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE	By the end of Secondary pupils should know:						
	BS 3: How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.	11+ P4 13+ P2 13+ P3 13+ P5 15+ P2 15+ P3			15+ P1	11+ P1 11+ P5 11+ P6 12+ P3 12+ P4 12+ P5 13+ P2 13+ P6 14+ P5 15+ P4 15+ P6	12+ P1 13+ P3
	BS 4: How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.	13+ P3 13+ P5	13+ P4		13+ P1	11+ P5 12+ P4 13+ P2 13+ P4 13+ P5 13+ P6 14+ P2 14+ P5 14+ P6 15+ P4 15+ P5 15+ P6	14+ P2 14+ P3
	BS 5: What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.	13+ P5				13+ P1 13+ P2 13+ P3 14+ P2	12+ P1

RELATIONSHIPS and SEX EDUCATION		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE	By the end of Secondary pupils should know:						
	BS 6: That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.	13+ P3		12+ P6		11+ P1 11+ P5 13+ P2 14+ P5	12+ P1
	BS 7: The concepts and laws relating to sexual violence, including rape and sexual assault.	13+ P5					
	BS 8: The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.	13+ P5				14+ P4 14+ P5	
	BS 9: The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	15+ P2 15+ P3 13+ P2	13+ P5			15+ P4	
	BS 10: That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.					14+ P2 14+ P5	
	BS 11: The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.	13+ P3 15+ P2 15+ P3		11+ P5 12+ P6		11+ P5 12+ P4 14+ P5 14+ P6	
	BS 12: The concepts and laws relating to forced marriage.	15+ P2					14+ P5
	BS 13: The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.	15+ P2				15+ P5	11+ P5 14+ P5
BS 14: That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.					14+ P4		

RELATIONSHIPS and SEX EDUCATION		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Secondary pupils should know:							
BEING SAFE	BS 15: That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.					13+ P3 14+ P4	12+ P4
	BS 16: How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.	15+ P2		11+ P5 12+ P6		11+ P4 12+ P3 13+ P2 13+ P3 15+ P4 15+ P5	
INTIMATE & SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH	ISR 1: That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.				14+ P4	13+ P5	
	ISR 2: The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.	15+ P2 13+ P5			14+ P4 15+ P1	14+ P5 13+ P5	12+ P1 12+ P2
	ISR 3: Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.	13+ P5			15+ P1	11+ P1 13+ P2	
	ISR 4: That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.				14+ P4	13+ P2 13+ P4 13+ P5 14+ P1 15+ P1	
	ISR 5: That some sexual behaviours can be harmful.					13+ P2 14+ P4 15+ P4	
	ISR 6: The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.				14+ P4 14+ P5 15+ P2	13+ P4	
	ISR 7: That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.				15+ P4 15+ P5		

RELATIONSHIPS and SEX EDUCATION		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
INTIMATE & SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH	By the end of Secondary pupils should know:						
	ISR 8: How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma.				14+ P4 14+ P5 15+ P2	13+ P5	
	ISR 9: The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.				14+ P4 14+ P5	13+ P5	
	ISR 10: How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.						12+ P5 14+ P3
	ISR 11: How and where to seek support for concerns around sexual relationships including sexual violence or harms.	13+ P5				13+ P3 14+ P2 14+ P4 15+ P4	
ISR 12: How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.				14+ P4 14+ P5 15+ P2 15+ P3	13+ P4 13+ P5	14+ P5	

HEALTH and WELLBEING CURRICULUM		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
MENTAL WELLBEING	By the end of Secondary pupils should know:						
	MW 1: How to talk about their emotions accurately and sensitively, using appropriate vocabulary.	11+ P2 14+ P2			13+ P5 14+ P3	11+ P2 13+ P2	11+ P6 13+ P1 14+ P6
	MW 2: The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.		13+ P6 14+ P2	11+ P6 15+ P1	11+ P1 11+ P2 11+ P3 13+ P6		11+ P6 13+ P5 13+ P6
	MW 3: That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.	12+ P1 13+ P1		11+ P6	13+ P3 13+ P5	14+ P3	11+ P4 13+ P1 13+ P4
	MW 4: That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.				11+ P3 11+ P5 13+ P5 14+ P3		11+ P6 13+ P1 14+ P6
	MW 5: Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.			13+ P3 14+ P2 15+ P1	14+ P3		
	MW 6: How to critically evaluate which activities will contribute to their overall wellbeing.	12+ P1		11+ P6 13+ P2 14+ P2 14+ P5 15+ P1	11+ P3 11+ P6 13+ P3 13+ P5 14+ P1		11+ P4 11+ P6 13+ P1 13+ P3 13+ P4 13+ P5
	MW 7: Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.			14+ P2 14+ P5	14+ P3		
MW 8: That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.	15+ P4					13+ P5	

HEALTH and WELLBEING CURRICULUM		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Secondary pupils should know:							
MENTAL WELLBEING	MW 9: That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.				13+ P2, 14+ P3 11+ P5		13+ P5
	WO 1: About 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.	12+ P1 14+ P3	13+ P4	14+ P3			13+ P3 13+ P4
WELLBEING ONLINE	WO 2: The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.	11+ P4 12+ P1 12+ P6 14+ P4 14+ P6				11+ P4 12+ P1 14+ P4	11+ P4 13+ P2 13+ P3 13+ P4 14+ P1
	WO 3: How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	11+ P4 13+ P3	13+ P4	13+ P6	13+ P1		12+ P4
	WO 4: The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.	11+ P6 15+ P4		15+ P2			13+ P5
	WO 5: How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.	11+ P6 14+ P3				11+ P4	13+ P3 13+ P4
	WO 6: The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.			11+ P5	12+ P2 13+ P2	12+P4	
	WO 7: The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.	14+ P3		13+ P6			
PHYSICAL HEALTH & FITNESS	PHF 1: The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.			11+ P6 12+ P2 14+ P5	11+ P1 12+ P1 14+ P2 14+P6		

HEALTH and WELLBEING CURRICULUM		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Secondary pupils should know:							
PHYSICAL HEALTH & FITNESS	PHF 2: Factual information about the prevalence and characteristics of more serious health conditions.				12+ P1 13+ P4 14+ P2		
	PHF 3: That physical activity can promote wellbeing and combat stress.			11+ P6 13+ P2 14+ P2 14+ P5 15+ P1	12+ P1 11+ P1 14+ P1		13+ P1
	PHF 4: The science relating to blood, organ and stem cell donation.			14+ P4			
HEALTHY EATING	HE 1: How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.			11+ P6 14+ P2	11+ P1 12+ P1 13+ P6 14+ P6		
	HE 2: The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.				12+ P1 14+ P2 14+ P6		
	HE 3: The impacts of alcohol on diet and unhealthy weight gain.						12+ P5
DRUGS, ALCOHOL, TOBACCO & VAPING	DATV 1: The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.				12+ P2 13+ P2		13+ P5
	DATV 2: The law relating to the supply and possession of illegal substances.	15+ P3			13+ P2		
	DATV 3: The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.	15+ P1			12+ P2 13+ P2		12+ P5 14+ P3
	DATV 4: The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.				13+ P2		
	DATV 5: The dangers of the misuse of prescribed and over-the-counter medicines.				11+ P4		

HEALTH and WELLBEING CURRICULUM		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Secondary pupils should know:							
DATV	DATV 6: The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.				11+ P5 12+ P2		
	DATV 7: The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.				11+ P5 12+ P5		
HEALTH PROTECTION AND PREVENTION AND UNDERSTANDING THE HEALTHCARE SYSTEM	HP 1: Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.				11+ P4		11+ P1
	HP 2: Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.				12+ P3		
	HP 3: How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.				11+ P4		
	HP 4: The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.			11+ P6 13+ P2 13+ P3 14+ P2 14+ P5 15+ P5	12+ P3 14+ P2		
	HP 5: The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.				12+ P4		
	HP 6: The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.			11+ P6 14+ P5 15+ P1	11+ P2 11+ P3		13+ P5 13+ P6
	HP 7: The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.				15+ P4		
	HP 8: How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.		14+ P6		11+ P4 14+ P4 14+ P5 15+ P2		

HEALTH and WELLBEING CURRICULUM		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Secondary pupils should know:							
HEALTH PROTECTION	HP 9: The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.				14+ P4. 14+ P5	13+ P6	
	PS 1: How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways - including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first-time a young person goes on holiday without their parents).				13+ P1		14+ P2 14+ P3
	PS 2: How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.	11+ P3 11+ P5 13+ P3 13+ P4 15+ P3	11+ P2 12+ P1	11+ P5 12+ P3 13+ P4 13+ P6	13+ P1		14+ P3
	PS 3: How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.	12+ P4 13+ P1 13+ P3 15+ P3	13+ P5	11+ P2 11+ P3 11+ P5 12+ P1 13+ P3 13+ P4 14+ P1 14+ P6 15+ P1	13+P1	11+ P2 11+ P5 12+ P2 13+ P1 13+ P2	13+ P3 14+ P3 14+ P6
	PS 4: Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.	13+ P3 15+ P2 15+ P3				12+ P4	12+ P1
PERSONAL SAFETY							

HEALTH and WELLBEING CURRICULUM		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Secondary pupils should know:							
PERSONAL SAFETY	PS 5: The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).			11+ P5 13+ P6		14+ P4	
	PS 6: The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.	11+ P4 13+ P3 15+ P3		11+ P5 12+ P6		11+ P5	
BASIC FIRST AID	BFA 1: Basic treatment for common injuries and ailments.	15+ P5			11+ P4		
	BFA 2: Life-saving skills, including how to administer CPR.	15+ P5			13+ P4		
	BFA 3: The purpose of defibrillators, when one might be needed and who can use them.				13+ P4		
DEVELOPING BODIES	DB 1: The main changes which take place in males and females, and the implications for emotional and physical health.				15+ P3		11+ P6 11+ P6 13+ P1 14+ P6
	DB 2: The facts about puberty, the changing adolescent body, including brain development.				13+ P1 13+ P3		11+ P1 11+ P6
	DB 3: About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.				14+ P5 15+ P3		11+ P1
	DB 4: The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.				14+P2 15+P3		

Appendix 3 - Jigsaw PSHE 3-11 Summary of Updates for September 2026

This appendix summarises the Jigsaw PSHE 3-11 curriculum updates introduced to support compliance with the updated statutory guidance for September 2026.



JIGSAW PSHE 3-11: SUMMARY OF UPDATES

Get ready for September 2026

April 2026





Introduction

The DfE published new RSHE statutory guidance in July 2025, which becomes mandatory for schools in September 2026. Over the past four months, we have undertaken a comprehensive review of Jigsaw PSHE 3-11 to ensure full compliance with the updated requirements.

The good news: Jigsaw's approach has always been rooted in best practice, and schools using existing Jigsaw PSHE materials are already teaching content in line with most of the changes in the statutory guidance. Our evidence-informed, whole-school approach, with its emphasis on emotional literacy, age-appropriate progression, and safeguarding, aligns strongly with the DfE's enhanced expectations.

What this means for your school: The structure of Jigsaw remains unchanged. You will continue to teach the same six Puzzles in the same sequence. Changes to Jigsaw PSHE 3-11 for September 2026 have:

- Updated existing content with contemporary issues
- Ensured full compliance with new statutory requirements
- Enhanced emotional literacy throughout
- Strengthened safeguarding messages
- Developed opportunities for development of new supporting materials

Where to find the detail:

- New lesson plans, online Puzzle Maps and Class Teacher Prep can be found alongside all the existing materials in every Puzzle
- Updated Puzzle Maps and RSHE Mapping Documents on the Jigsaw PSHE portal **which describe every lesson and highlight the main changes lesson by lesson** in Jigsaw > Community > PSHE Primary > Documents > Mapping Documents then choose RSHE England 2026 (also found in [Get Ready for September 2026](#))
- Emotional Literacy Materials found in [Jigsaw+ \(Oracy\)](#)
- New Parent Presentations in [Parent and Carers Section](#)

This document provides an overview to help you understand the scope of the updates, with the new-style Puzzle Maps and supporting mapping documents giving you the lesson-by-lesson detail.



Where the changes are – an overview

While the guiding principles align closely with Jigsaw's existing approach, the statutory content itself has been significantly expanded. The 2025 guidance provides more detailed and specific statements about what children should be taught, particularly in areas such as online safety, mental health and wellbeing, and personal safety. Some topics that were implicit in the 2019 guidance are now explicitly required, including content on AI-generated material, social media age restrictions, and a broader range of physical safety contexts. The following sections outline how Jigsaw has responded to these expanded expectations.

Safety Education

The new guidance places significant emphasis on safety education. This is one of the areas where we have made the most substantial changes across the programme. We have responded by:

- **Introducing the Safety STAR framework** (Stop, Think, Assess, React) – a consistent decision-making tool used across multiple age groups and contexts
- **Creating new safety-focused lessons** covering fire safety, road safety, railway safety, and water safety
- **Adding safety content, especially throughout Healthy Me** – including new scenarios, updated teaching materials, and strengthened messaging on recognising and responding to risks
- **Enhancing peer influence content** to help children recognise and respond to pressure in safety contexts
- **Developing Safety Assemblies** (coming soon) to support whole-school approaches to safety education

Full details can be found in the updated Puzzle Maps, which describe each lesson and highlight the main changes.

Online Safety and Digital Literacy

The guidance has expanded expectations around online safety. Our updates include:

- New content on how search engines rank and select results
- Teaching about how online content is selected and targeted
- Enhanced SMARRT rules with Safety STAR integration
- Updated content on AI technology and automatic filters (e.g. in body image lessons)



- Strengthened content on digital spending risks, in-game purchases, and keeping personal information safe
- Updated content on the permanent nature of digital content and legal implications

Health Protection and Prevention

The guidance expands expectations around physical health. We have:

- Strengthened content on vaccinations, viruses, and sun safety
- Added nicotine pouches alongside smoking and vaping content
- Updated statistics and data sources throughout
- Enhanced content on peer and media influence (including social media)
- Added content linking lifestyle choices to early signs of illness

Personal Hygiene

The guidance places greater emphasis on personal hygiene. We have:

- Enhanced content in Healthy Me and Changing Me around personal hygiene including a **new lesson** for Ages 7-8 (Year 3)
- Enhanced bacteria and virus content, starting in the younger age groups
- Strengthened dental health and handwashing content throughout
- Restructured puberty content to allow for more content on seeking support and to create space for hygiene education

Relationships and Safeguarding

The guidance strengthens expectations around safeguarding. We have:

- Enhanced messaging on **persistent help-seeking** ("keep telling until someone helps") and to support children at all ages to identify who this might be
- Encouraged children to identify multiple trusted adults (their 'inner circle') so they feel confident to keep asking for help
- Strengthened the distinction between 'worry secrets' and 'good secrets'
- Enhanced signposting to support services including Childline
- Strengthened content on treating others fairly and understanding protected characteristics, supporting broader Ofsted expectations

Financial Education

While the statutory guidance focuses specifically on digital spending and financial harm, we have taken the opportunity to refresh our financial capability content more broadly, covering both offline and online contexts, including:



- A **new lesson** on money and spending at Ages 9-10
- Additional content on digital spending risks and attitudes to saving/spending
- Strengthened critical thinking about how jobs/careers are portrayed in media

Identity and Belonging

We have enhanced content to support children's understanding of identity and their place within families and friendships:

- New lessons at Ages 8-9 exploring personal identity ('Unique Me') and family structures ('Being Part of a Family')
- Enhanced content normalising loneliness and supporting children to reconnect when they feel isolated
- Strengthened content on diverse family types and caring friendships across the programme
- Enhanced self-esteem and self-worth content, building on Jigsaw's existing emotional literacy approach

Sex Education

In line with the guidance, we have:

- **Removed sex education content from Ages 8-9 (Year 4)** – sex education now begins in Year 5. Pupils who were previously taught sex education in Yr5 will still find progression in new Year 5 content, but we recommend this is checked as part of content review across all of Key Stage 2 for Changing Me.
- Updated puberty content from Year 3 onwards to contain less content that may be considered sex education
- Created clearer separation between statutory content and non-statutory sex education, supporting schools with parent communication and withdrawal requests

*For a complete overview of where each aspect of all these topics is taught across the programme, you can use the updated **RSHE Mapping (Broad)** document which gives a brief overview of all lessons contributing to each standard or follow themes more specifically through the more focussed **RSHE Mapping Document (Key Lessons)**.*

Both can be found in the [Get Ready for September 2026](#) section.

Jigsaw PSHE 3-11- Table of Key Lesson Changes for 2026

There are no significant structural changes to individual lessons in this Puzzle. Content has been refreshed and updated, enhancing citizenship and democracy content as well as ensuring clearer links to the new statutory guidance.

Celebrating Difference

This Puzzle has minor structural changes, with two lessons renamed to better reflect their updated focus.

Age Group	Lesson/Piece	Type of Change	Summary
Ages 6-7	P1: Now 'Assumptions'	Renamed	Lesson broadly similar, with enhanced focus on challenging gender stereotypes.
Ages 6-7	P5: Now 'We're All Different'	Renamed	Refreshed Connect Us to broaden initial ideas of our differences, to draw out respect for diverse interests and backgrounds.

Additional updates across this Puzzle include enhanced focus on courtesy and manners when discussing difference, strengthened content on persistent help-seeking with bullying, and more explicit reference to protected characteristics across upper KS2.



Dreams and Goals

This Puzzle includes two new lessons and some restructuring, particularly in KS1 where relevant content has been moved from Healthy Me to make space for new safety lessons.

Age Group	Lesson/Piece	Type of Change	Summary
Ages 6-7	P2: Now 'Being Healthy'	Restructured	"My Learning Strengths" removed. "Being Healthy" moved here from Healthy Me, with focus on links between physical health and mental wellbeing to support dreams and goals.
Ages 6-7	P5: Now 'Being Relaxed'	Restructured	"A Group Challenge" removed. "Being Relaxed" moved here from Healthy Me, building learning on balanced wellbeing. Group Challenge condensed into P4.
Ages 7-8	P4: Choices that help us grow	Significant Change	New lesson title, and change of focus to a community garden.
Ages 8-9	P2 & P3: Learning Intentions	Restructured	Learning Intentions extended to reflect greater focus across lessons on disappointment/resilience.
Ages 9-10	P2: Keeping Track of Money	New Lesson	Digital spending risks, in-game purchases, attitudes to saving/spending. (Previous content on jobs similar to that in P3, which has been updated.)
Ages 10-11	P2: Steps to Success	New Lesson	Same name, but new Learning Intentions and content on how to break goals down into manageable steps.

Additional updates across this Puzzle include enhanced vocabulary around feelings connected to taking steps to and achieving our dreams and goals, refreshed images and visual prompts, and strengthened critical thinking about how careers are portrayed in media.

Healthy Me

This Puzzle has some of the most substantial changes, with three new safety-focused lessons and the introduction of specific safety themes in many existing lessons.

Age Group	Lesson/Piece	Type of Change	Summary
Ages 6-7	P1 & P2	Restructured	Previous P4 "Healthy Eating" and P5 now in P1 and P2, making space for new Safety lessons later in Puzzle.
Ages 6-7	P3: Keeping Safe at Home	New Lesson	Fire risks, kitchen hazards, burns treatment, Stop Drop Roll. Introduces Safety STAR framework.
Ages 6-7	P4: Safe Outside	New Lesson	Roads, railways, water, parks safety. Safety STAR applied throughout.
Ages 6-7	P5: Medicine Safety	Restructured	Previous P3 moved to P5 (new position), but content unchanged
Ages 7-8	P5: Safe or Unsafe	Significant Change	Now focused on Water Safety Code, cold water shock. Safety STAR added. Emergency services content.
Ages 8-9	P2: Staying Safe with Friends	New Lesson	Peer influence in safety contexts. Fire risks, railway safety. Safety STAR for decision-making.
Ages 8-9	P3: Piece name and Learning Intentions	Restructured	Name and intentions reflect additional content on vaping.
Ages 8-9	P5: Healthy Friendships	Significant Change	Aiden's story replaced with Sam's story updated with railway safety context (also continued into P6) and more on peer pressure.
Ages 9-10	P4: Body Image	Significant Change	Similar structure, but much more on AI technology/digital filters/social media impact.

Additional updates across this Puzzle include the Safety STAR framework introduced as a consistent tool, contemporary health content (nicotine pouches, AI filters), and enhanced personal hygiene, dental health and sun safety content.

Relationships

This Puzzle has relatively few structural changes, with updates focused on lesson names and enhanced digital literacy content.

Age Group	Lesson/Piece	Type of Change	Summary
Ages 7-8	P3: Now 'Global Connections and Thinking Critically'	Renamed	Name changed to reflect changed focus of content over last few years. Learning Intentions the same.
Ages 7-8	P4: Now 'Rights, Needs and Wellbeing'	Renamed	Name changed to reflect changed focus of content over last few years. Learning Intentions the same.
Ages 7-8	P5: Learning Intentions	Restructured	Small change to SEL (green) Learning Intention.
Ages 9-10	P6: Learning Intentions	Restructured	Updated to reflect updated content across whole Puzzle that is reviewed in this lesson.
Ages 10-11	P5 & P6	Significant Change	Changed to focus more on AI, although structure and other content similar.

Additional updates across this Puzzle include strengthened safeguarding messages throughout, significant digital literacy updates, and enhanced SMARRT rules with Safety STAR integration. This can be seen in Ages 9-10 where all lessons have been updated in line with clarity around expectations around the content for digital wellbeing and online safety.

Changing Me

This Puzzle has significant changes, including four new lessons, restructured puberty content, and the removal of sex education from Year 4 (now beginning in Year 5).

Age Group	Lesson/Piece	Type of Change	Summary
Ages 5-6	P4: Boys' and Girls' Bodies	Learning Intention Restructured	Removed 'vagina' from Learning Intention as not external body part (introduced in Ages 6-7).
Ages 6-7	P4: Boys' and Girls' Bodies	Learning Intention Restructured	Updated SEL (green) Learning Intention.
Ages 6-7	P5: Assertiveness	Changed some content	Updated content to build further on previous learning in relationships so children have more opportunity to practise assertiveness skills
Ages 7-8	P2 & P3	Restructured	Previous P3 and P4 moved to P2 and P3 (and updated) to fill gap as previous P2 removed.
Ages 7-8	P4: Keeping Ourselves Clean	New Lesson	Personal hygiene lesson linked to learning about growing and changing. Previous P2 on Babies removed as content moved to allow gentler progression to Year 5 introduction of non-statutory sex education.
Ages 7-8	P5: Family Stereotypes	Significant Change	Significant changes to draw further on the characteristics of caring families.
Ages 8-9	P1: Unique Me	New Lesson	New focus and learning intentions to support learning about identity, including heritage, values and personal choices.
Ages 8-9	P2 & P3	Restructured	Sex education content removed from this age group (now starts Year 5). All pieces restructured with updated puberty content.

Ages 8-9	P3: Being Part of a Family	New Lesson	Family structures. 'Inner circle' of trusted people. Support signposting.
Ages 9-10	P3: Inside Body Changes	Significant Change	Reordered. New graphics for reproductive systems. Enhanced trusted adult content.
Ages 9-10	P4: Learning Intention	Restructured	Small change to Knowledge (purple) Learning Intention.
Ages 10-11	P1: My Self Image	Significant Change	Added much more content to support self-image and positive emotional language.
Ages 10-11	P2: Puberty	Significant Change	Changes to structure and activities in Tell Me/Show Me and Let Me Learn, added significant content on personal hygiene

Puberty content across Ages 7-8, 8-9, 9-10 and 10-11: Content that may be considered sex education in some schools has been reduced and lower key stage 2 content adjusted to reflect how non-statutory sex education lessons now begin in Year 5. New images have been included in puberty lessons, especially for schools choosing not to use animations.

Additional updates across this Puzzle include updated graphics for reproductive systems and enhanced support signposting throughout.



Appendix 4 - Jigsaw PSHE 11-16 key new content and teaching preparation

This appendix is the Jigsaw PSHE 11-16 teaching preparation document identifying key new content to review in light of the DfE RSHE 2025 statutory guidance. It supports staff preparation for the September 2026 statutory implementation.



Key new content to review in Jigsaw 11-16 DfE RSHE 2025

Teaching preparation document



OVERVIEW OF NEW STATUTORY GUIDANCE

The DfE published new RSHE statutory guidance in July 2025, which becomes mandatory for schools in England in September 2026. We have undertaken a comprehensive review of the Jigsaw PSHE 11-16 programme to ensure full compliance with the updated requirements.

The good news: Jigsaw's approach has always been rooted in best practice, and schools using existing Jigsaw PSHE materials are already teaching content in line with most of the changes in the statutory guidance. Our evidence-informed, whole-school approach aligns strongly with the DfE's enhanced expectations.

What this means for your school: The structure of Jigsaw remains unchanged. You will continue to teach the same six Puzzles in the same sequence, however, you may notice that some of the lessons have been sequenced differently.

Key themes across the updates:

- **Online safety and digital literacy:** Expanded content on AI risks (deepfakes, AI chatbots), sextortion, online scams, and the legal consequences of creating or sharing indecent images, including AI-generated imagery. Enhanced teaching on how information is targeted online and how social media can escalate conflicts.
- **Healthy relationships and consent:** New emphasis that ethical behaviour goes beyond consent to include kindness, care, and attention to others' needs. New content on power dynamics, coercion, controlling behaviour, and domestic abuse.
- **Challenging harmful influences and misogyny:** New focus on how online content normalises harmful behaviours, including misogynistic influencers and incel culture. Content explores links between pornography and misogyny and supports students to develop positive conceptions of masculinity.
- **Contemporary health issues:** Updated content on vaping, nicotine products, and peer pressure. New material on gambling and gaming-related harms. Enhanced sexual health content covering HIV, PrEP and PEP. Sensitive new content on fertility and reproductive health conditions.
- **Safety and safeguarding:** Strengthened content on grooming, exploitation, county lines, trafficking, and spiking. Content on harmful online material with guidance on reporting and support.
- **Identity, body image and self-esteem:** New content on body image addressing cosmetic procedures, weight-loss products, and AI filters. Enhanced material on belonging, loneliness, and the impact of online comparison on mental health.
- **Legal literacy:** Updated content reflecting recent legislation, including strangulation offences, image-sharing laws, sexual harassment (upskirting, stalking), virginity testing, hymenoplasty, and Gillick competence.

© Jigsaw Education Group

Where to find the detail:

- Updated lesson plans and Puzzle Maps can be found alongside existing materials in every Puzzle on the Jigsaw PSHE portal
- Updated snapshot overviews, Puzzle Maps and RSHE Mapping Documents can also be found on the portal.



OVERVIEW OF CHANGES BY YEAR GROUP

It is important to note that changes have been made to about 80% of the programme, so we would recommend reviewing all lessons. The whole programme has been reviewed and we have seen this as an opportunity to make further improvements where required, even with lessons that currently meet the 2026 guidance.

The following sections highlight the lessons requiring most careful consideration. Changes are categorised as:

- **New content** – Significant new material added
- **New – sensitive** – New content on sensitive topics requiring careful preparation
- **New – carefully review** – Content that may need particular attention before delivery

Year 7			
New content	HM	P4	Personal hygiene and over the counter drugs
	HM	P5	Vaping, nicotine and caffeine
	RL	P4	Authenticity online, AI and online influence
New – sensitive	BMIMW	P4 & P6	Online gaming – safety and financial risk
	CM	P1	Puberty (no longer two options)
New – carefully review	CM	P5	Female Genital Mutilation (FGM)

Year 8			
New content	BMIMW	P5	Additional slides on civil partnership and the myth of common law marriage
	BMIMW	P6	Online and offline identity
	DG	P6	Online scams, bank accounts, credit cards
	HM	P5	Vaping and peer pressure
	RL	P6	Adapted to focus on neurodiversity (ADHD & Autism)
New – sensitive	CM	P1	Addition of slide on sexual harassment
	CM	P4	Pornography and dealing with unwanted messages and images

New - carefully review	RL	P3	Sextortion and sexting
-------------------------------	----	----	------------------------

Year 9			
New content	BMIMW	P6	Self-esteem and risk
	CD	Whole	Content has moved around significantly
	CD	P2	Includes banter and misogyny
	CD	P5	Unconscious bias and types of bias
	CD	P6	Changemakers
	DG	P5	Deepfakes and AI
	HM	P3	Belonging and loneliness
	RL	P1	Power dynamics
	RL	P6	Age of consent and Gillick competence
New - sensitive	BMIMW	P3	Focuses on grooming more specifically
	BMIMW	P5	Updated around consent – slide 19 now discusses rape
	DG	P6	Harmful content online
	RL	P3	Links between porn and misogyny
New - carefully review	DG	P2	Body image and permanent changes including a focus on cosmetic procedures and weight loss products
	CM	P3 & P4	Misogyny, positive masculinity, incel culture and online influence

Year 10			
New content	BMIMW	P5	Dangers of scams when sharing personal data
	CD	P1	Human rights and free speech
	DG	P3	Social media and future
	HM	P4	More focus on AIDs, HIVE, PReP and PEP
	RL	P4	Additional content on cohabiting and civil partnerships
	CM	P2 & P3	Personal safety, travelling safety, spiking

New – sensitive	BMIMW	P6	AI chatbots
	HM	P2	Cancer (testicular, breast, skin)
	RL	P6	Coercion and trafficking
New – carefully review	BMIMW	P3	Dark web and harmful online content (self-harm, suicide, extremism and violence)
	RL	P4	Content on strangulation
	RL	P5	Sexual harassment, upskirting and stalking
	CM	P5	Virginity testing and hymenoplasty

Year 11			
New content	BMIMW	P3	County lines rewritten
	DG	P6	Technology and future goals.
	HM	P1	Consent updated to include positions of power
	HM	P4 & P5	Pregnancy
	HM	P6	Self-worth
New – sensitive	BMIMW	P4	Gambling and gaming
	HM	P3	Fertility and health e.g. Polycystic Ovary Syndrome (PCOS), endometriosis, heavy periods, infertility in men and women
	RL	P4	Domestic abuse
New – carefully review	-	-	None

Some PSHE leads or teachers may find it also useful to refer to the document 'Changes made to the 11-16 PSHE Programme 2026' which provides a lesson comparison table between the 2019 DfE programme and 2026 DfE programme, allowing schools to identify which lessons have been removed, replaced or sequenced differently and identify new content or significantly adapted content.

This can be located also on the main page of the portal: [Jigsaw / Materials / PSHE Secondary](#).

Appendix 5 - DfE statutory expectations summary

This summary supports parent and staff understanding of the broad statutory expectations. Detailed curriculum coverage is evidenced through the Jigsaw mapping documents in Appendices 1 and 2.

Primary Relationships Education	Families and people who care for me; caring friendships; respectful relationships; online relationships; being safe.
Primary Health Education	Mental wellbeing; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; changing adolescent bodies.
Primary non-statutory sex education	Age-appropriate content, where taught, relating to human reproduction beyond the Science curriculum. Parents may request withdrawal from this content.
Secondary Relationships and Sex Education	Families; respectful relationships including friendships; online and media; being safe; intimate and sexual relationships including sexual health.
Secondary Health Education	Mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; changing adolescent bodies.
Withdrawal	Parents do not have the right to withdraw from Relationships Education, Health Education or statutory Science, but may request withdrawal from non-statutory sex education.

Appendix 6 - Parent form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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