

# Personal, Social, Health and Economic Policy (PSHE) Relationship, Sex and Health Education Policy (RSHE)



Personal, Social, Health and Economic (PSHE) education is defined as a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

The relationships and health aspects of PSHE education is compulsory in all schools (from September 2020). And updated in 2025. Relationship and Sex Education is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 – further details are in Annex A.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships

## **Aim (Intent)**

- Provide a framework in which sensitive discussions can take place.
- To support children's understanding in a way that is relevant at each stage of development and maturity.
- To ensure that children are not vulnerable to abuse and exploitation through a lack of knowledge and understanding about healthy relationships and appropriate physical contact.
- To ensure that teachers use accurate and factual information to inform planning and delivery.
- To support the children to be able to develop views that support tolerance, accept diversity and enable equality.
- To Cultivate resilience, self-worth, honesty, integrity, courage and kindness
- To support parents to understand what we teach and why.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

## **Implementation:**

### **Curriculum content**

PSHE (which includes RSHE) is taught weekly through a planned programme of work that follows the Jigsaw PSHE program. The Jigsaw Programme offers us a comprehensive, carefully thought through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the aspects of personal development and well-being required under the Ofsted Inspection Framework (2025) as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to the children's needs. The mapping document: Jigsaw 3-7 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported. Here, at Hillside Infant School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

## **Whole-school approach**

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

At Hillside Infant School, PSHE lessons are part of the weekly timetable in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:

- learning opportunities in other subjects through our theme led curriculum are also incorporated and specific events and activities are planned into the school year to enrich learning
- assemblies and collective worship
- praise and reward system
- circle time
- through relationships - child to child, adult to child and adult to adult across the school

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

RSE is taught within the EYFS through personal, social, emotion development (PSED) and in KS1 through personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

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

- Families and people who care for me
- Caring friendships and what this looks like
- Respectful relationships
- Online safety and awareness
- Being safe

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education in primary schools will cover 'wellbeing online', 'General wellbeing', Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid' and 'personal safety and 'developing bodies' at Hillside we teach children to correct body names from year 1.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

### **Statutory Relationships and Health Education:**

"make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in schools."

Here, at Hillside Infant School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

**Existing DfE guidance that our PSHE/RSE policy is informed by:**

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

**Other Agencies:**

We aim to involve outside agencies, including School Nursing Service, Child and Adolescent Mental Health Service (gender identity advice), Online Safety Resources, NSPCC, dental health advisors, E-safety advisors, St Johns Ambulance service, local fire service, to deliver aspects of the PSHE curriculum where possible.

**Policy Development**

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils.

**Linked subject areas:**

- Personal, Social, Health and Economic Education (PSHE)
- Computing
- Science

**Linked policy:**

- Child Protection

**Monitoring and Review**

The PSHE subject leader will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Pupil Voice
- Staff meetings to review and share ideas

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

**Curriculum guidance for teachers:**

Jigsaw PSHE

**Guidance for schools**

[https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships\\_education\\_relationships\\_and\\_sex\\_education\\_\\_RSE\\_\\_and\\_health\\_education\\_\\_for\\_intro\\_1\\_September\\_2026\\_.pdf](https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf)

**Guidance for families**

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

**Lead staff member:** Mrs R Fennell

**Approved: Review Date: June 2026**

## Mapping document: Jigsaw Ages 3-7

Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem.



## Relationship, Sex and Health Education (Appendix) – DfE Guidance 2025

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive

### Year 1



April 2026

RELATIONSHIPS EDUCATION		Year 1 (5-6)				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
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	

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:							
RESPECTFUL, KIND RELATIONSHIPS	RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	1, 3, 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)

By the end of Primary, pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
ONLINE SAFETY AND AWARENESS	OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.					3 (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)

By the end of Primary, pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
BEING SAFE	BS 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	Changing Me
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.						
	WO 9: How to understand the information they find online, including from search engines, and know how information is selected and targeted.						
	WO 10: 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.						

## Year 2

RELATIONSHIPS EDUCATION		Year 2 (6-7)					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>By the end of Primary, pupils should know:</b>							
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)

By the end of Primary, pupils should know:

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>RESPECTFUL, KIND RELATIONSHIPS</b>	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
	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
	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
	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
	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
	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
	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			
	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

# RELATIONSHIPS EDUCATION

Year 2 (6-7)

By the end of Primary, pupils should know:

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>ONLINE SAFETY AND AWARENESS</b>	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.					
<b>BEING SAFE</b>	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
	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
	BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.					2, 6
	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
	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

## RELATIONSHIPS EDUCATION

Year 2 (6-7)

By the end of Primary, pupils should know:

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>BEING SAFE</b>	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.					
	1	4		4, 5	1, 2, 3, 4, 5, 6	4, 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.						

## SEX EDUCATION – NON-STATUTORY

Year 2 (6-7)

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>SEX EDUCATION</b>	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
<b>GENERAL WELLBEING</b>	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.					
	GW 2: The importance of promoting general wellbeing and physical health.					
	1	3, 5, 6	1, 2, 3, 4, 5, 6	2, 4, 5, 6	1, 2, 3, 5, 6	2, 3, 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.						

## HEALTH EDUCATION

Year 2 (6-7)

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

HEALTH EDUCATION		Year 2 (6-7)				
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
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.						