RSHE consultation

September 2026

What are the aims of this session?

- To explain the DfE requirements in primary schools
- To share the resources we propose to use in lessons
- To explain how you can give your feedback

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. 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. 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Relationships education expectations: primary

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
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.
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. 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. 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. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Relationships education expectations: primary

Respectful, kind relationships

Curriculum content:

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. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
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. 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.
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.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
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.
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.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Relationships education expectations: primary

Relationships education expectations: primary

Online safety and awareness

Curriculum content:

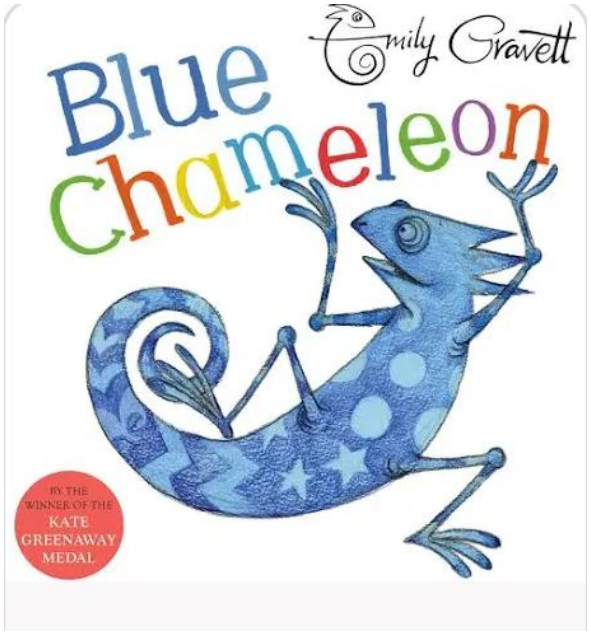
1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
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. 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. 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. 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.
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

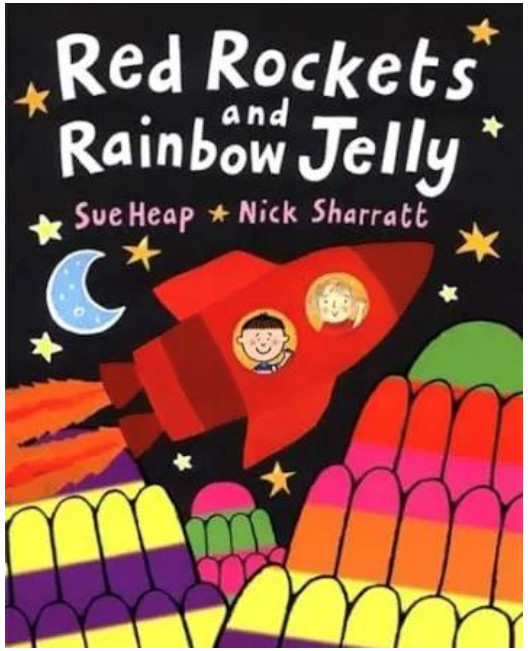
Curriculum content:

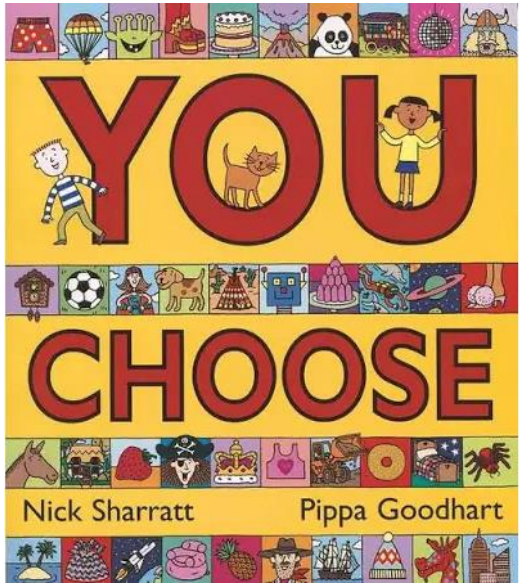
1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
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. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
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.
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.

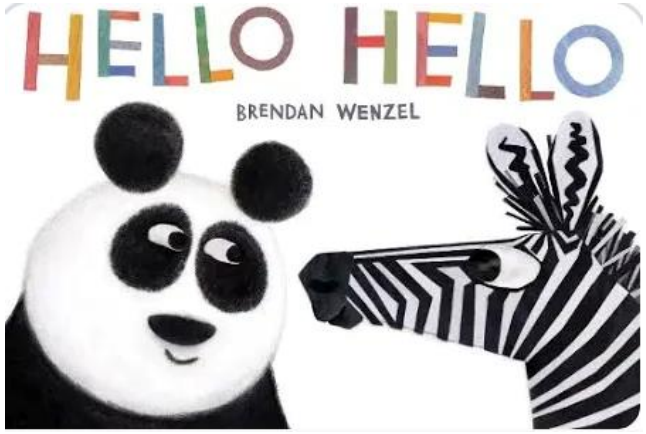
Relationships education expectations: primary

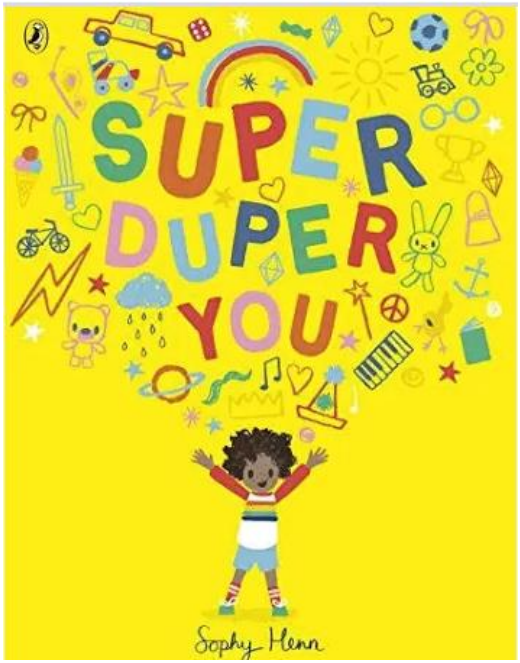

Emily Gravett
Blue Chameleon
BY THE WINNER OF THE KATE GREENAWAY MEDAL

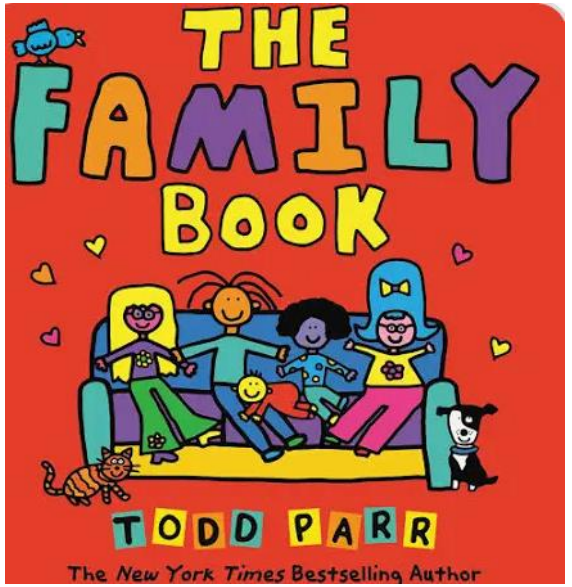
Reception

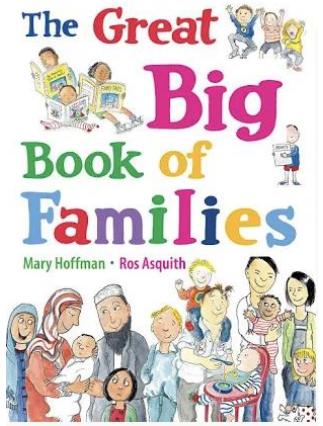

Red Rockets and Rainbow Jelly
Sue Heap
Nick Sharratt

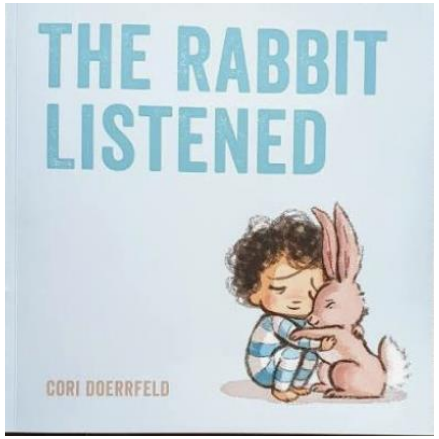

YOU CHOOSE
Nick Sharratt
Pippa Goodhart


HELLO HELLO
BRENDAN WENZEL

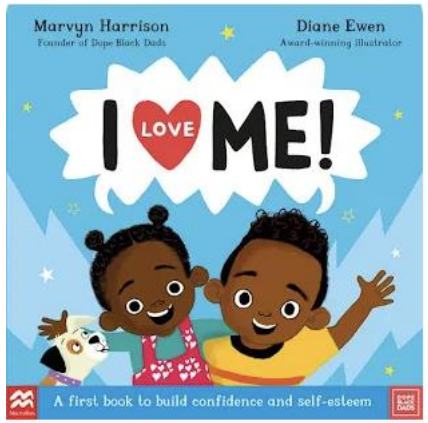

SUPER DUPER YOU
Sophy Henn

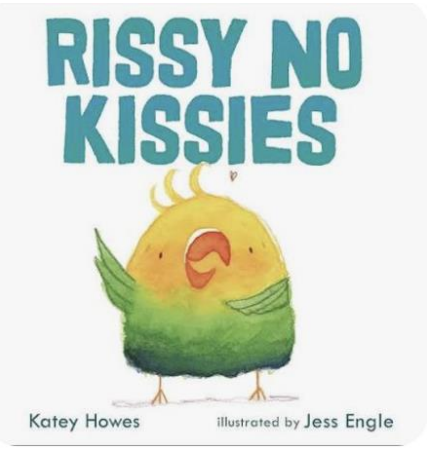

THE FAMILY BOOK
TODD PARR
The New York Times Bestselling Author

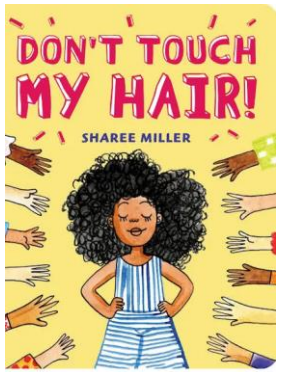

The Great Big Book of Families
Mary Hoffman • Ros Asquith


THE RABBIT LISTENED
CORI DOERRFELD

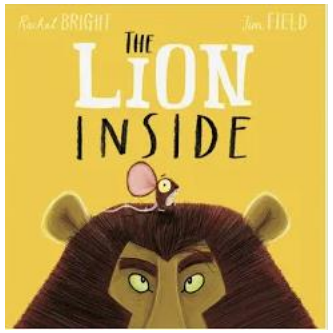

O Jardim do Errol
Errol's GARDEN
GILLIAN LOBEL


Marvyn Harrison
Diane Ewen
I LOVE ME!
A first book to build confidence and self-esteem

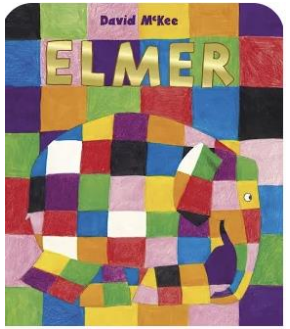

RISSY NO KISSIES
Katey Howes
illustrated by Jess Engle

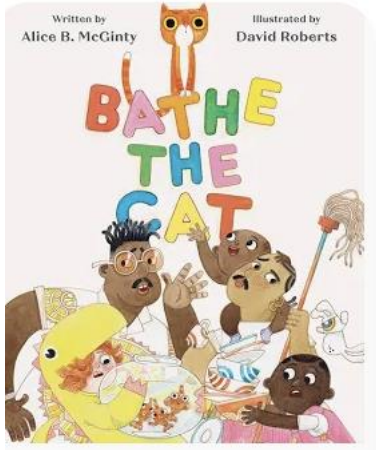

DON'T TOUCH MY HAIR!
SHAREE MILLER

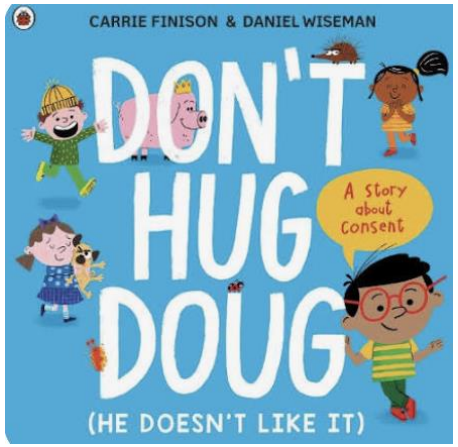
Year 1

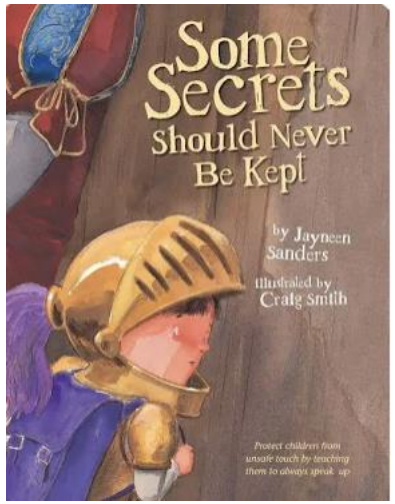

THE LION INSIDE

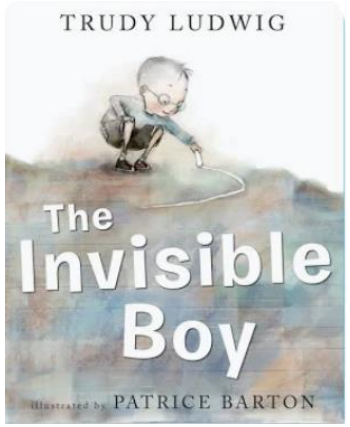

GOING TO THE VOLCANO

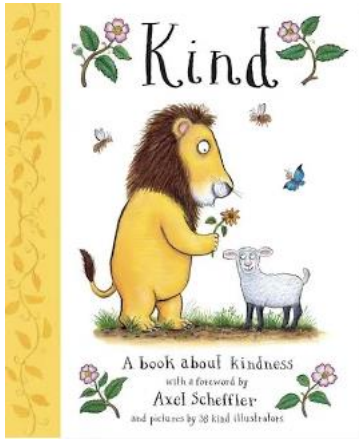

David McKee
ELMER

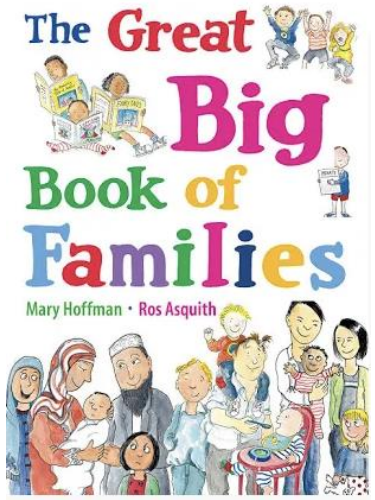

Written by
Alice B. McGinty
Illustrated by
David Roberts
BATHE THE CAT

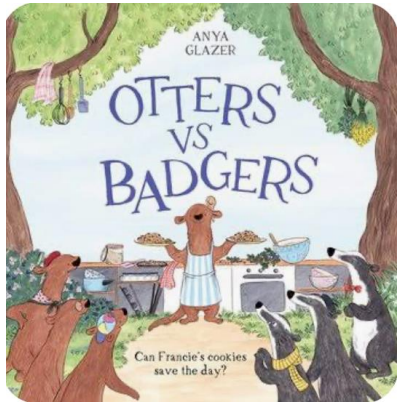

CARRIE FINISON & DANIEL WISEMAN
DON'T HUG DOUG
A story about Consent
(HE DOESN'T LIKE IT)

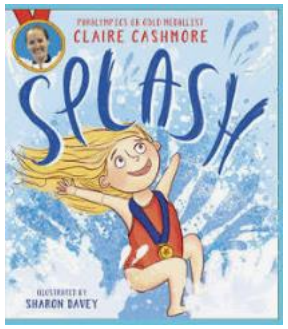

Some Secrets Should Never Be Kept
by Jayneen Sanders
illustrated by Craig Smith

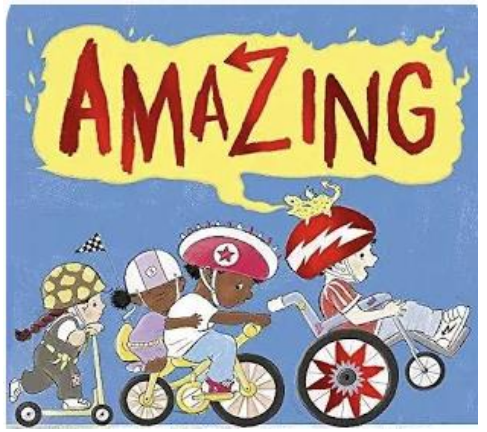

TRUDY LUDWIG
The Invisible Boy
PATRICE BARTON

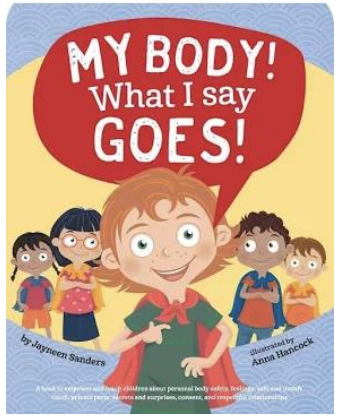

Kind
A book about kindness
with a foreword by
Axel Scheffler


The Great Big Book of Families
Mary Hoffman • Ros Asquith

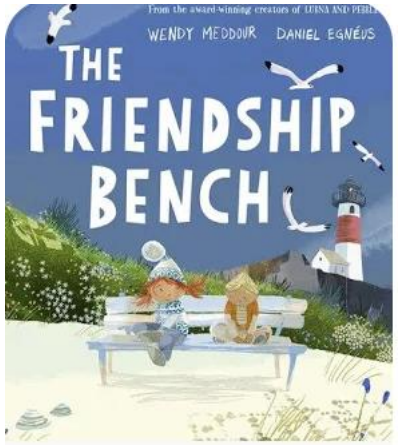

ANYA GLAZER
OTTERS VS BADGERS
Can Francie's cookies save the day?

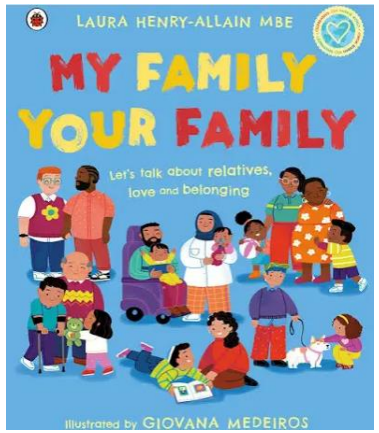

CLAIRE CASHMORE
SPLASH
SHARON DAVEY

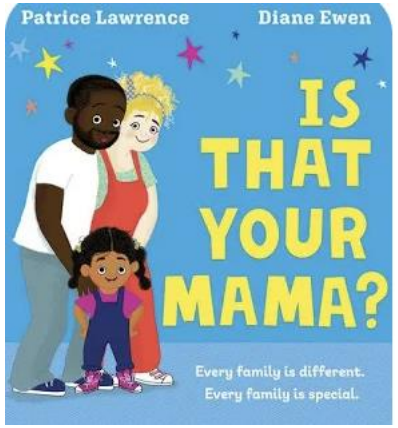

AMAZING

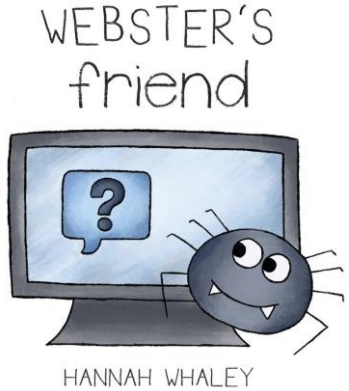

MY BODY! What I say GOES!
by Jayneen Sanders
illustrated by Anna Hancock

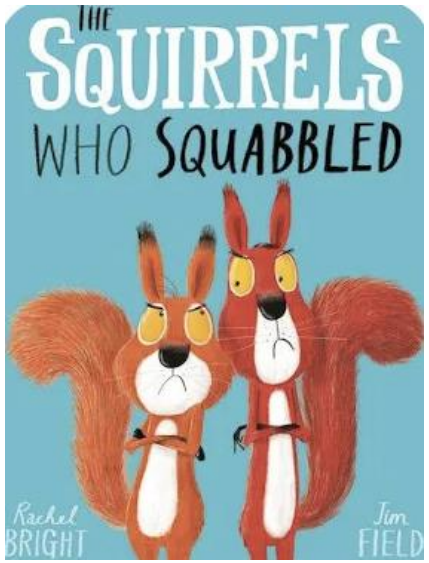
Year 2


WENDY MEDDOUR DANIEL EGNÉUS
THE FRIENDSHIP BENCH

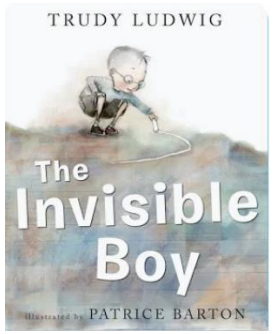

LAURA HENRY-ALLAIN MBE
MY FAMILY YOUR FAMILY
Let's talk about relatives, love and belonging
Illustrated by GIOVANA MEDEIROS

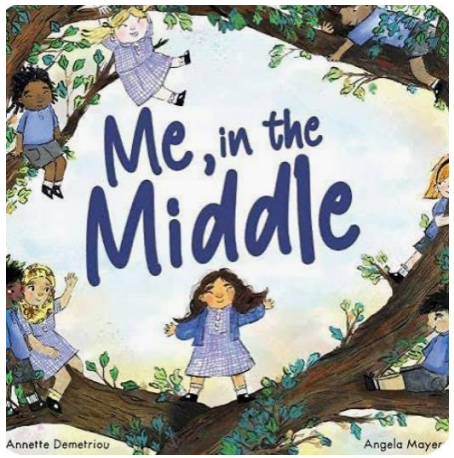

Patrice Lawrence
Diane Ewen
IS THAT YOUR MAMA?
Every family is different.
Every family is special.

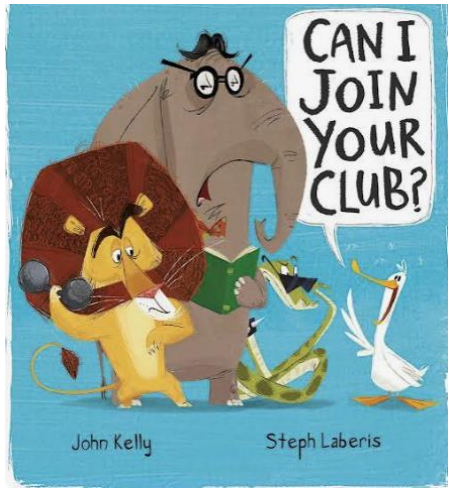

WEBSTER'S friend
HANNAH WHALEY


THE SQUIRRELS WHO SQUABBLED
Rachel BRIGHT
Jim FIELD

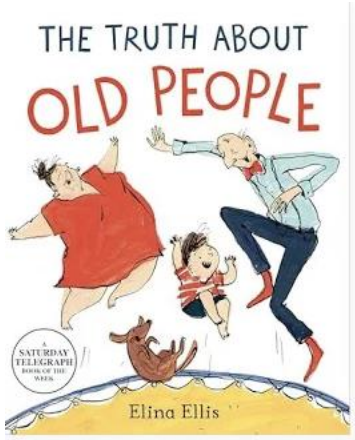

One
by Kathryn Otoshi

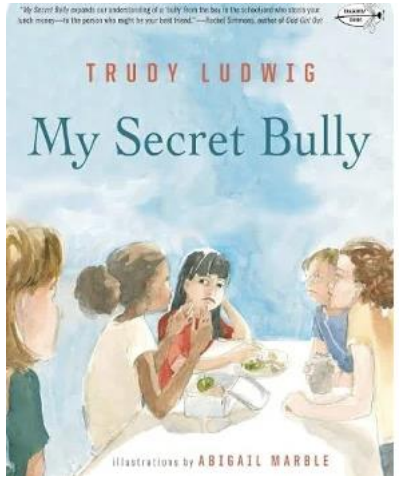

TRUDY LUDWIG
The Invisible Boy
Illustrated by PATRICE BARTON

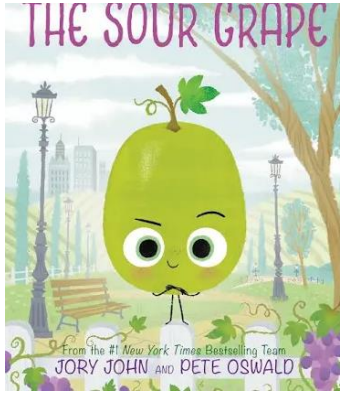

Me, in the Middle
Annette Demetriou
Angela Mayer

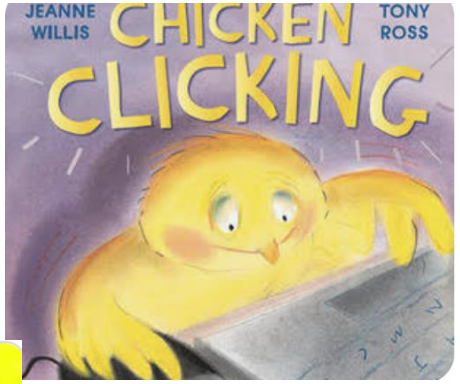

CAN I JOIN YOUR CLUB?
John Kelly
Steph Laberis

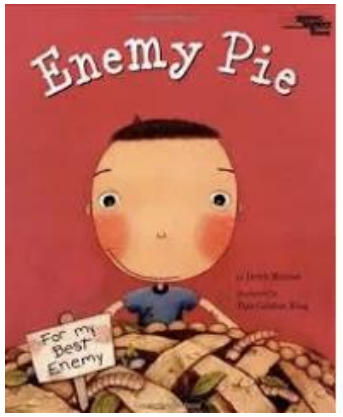
Year 3

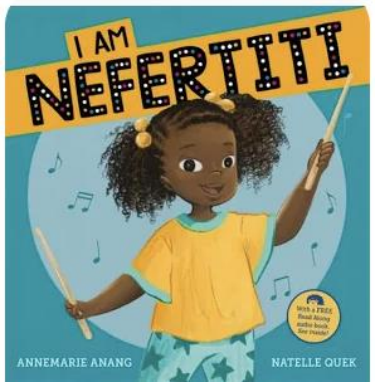

THE TRUTH ABOUT
OLD PEOPLE
Elina Ellis


TRUDY LUDWIG
My Secret Bully
Illustrations by ABIGAIL MARBLE

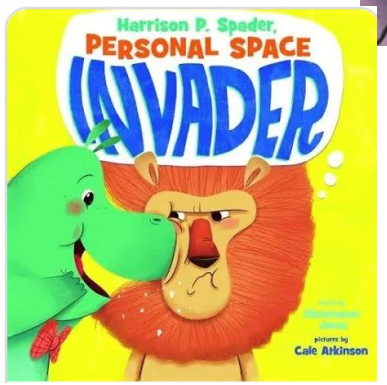

THE SOUR GRAPE
From the #1 New York Times Bestselling Team
JORY JOHN AND PETE OSWALD

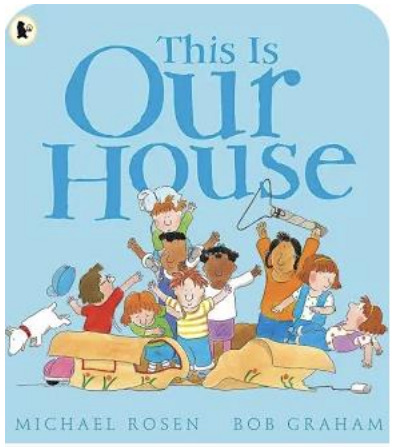

JEANNE WILLIS
CHICKEN CLICKING
TONY ROSS

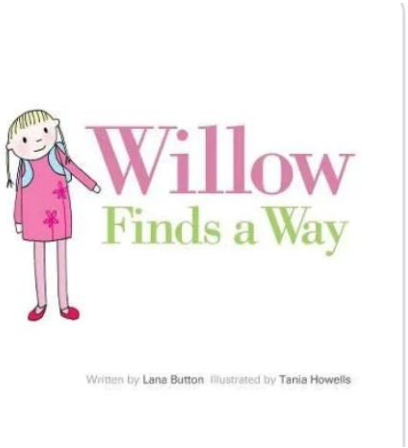

Enemy Pie
For My Best Enemy

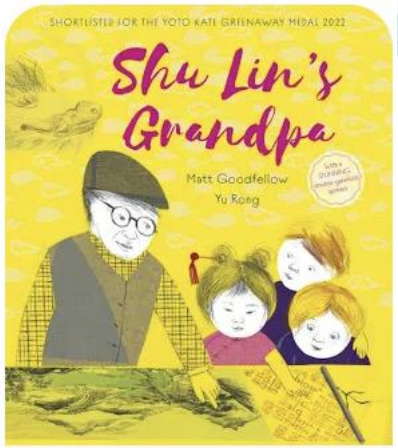

I AM
NEFERTITI
ANNEMARIE ANANG
NATELLE QUEK

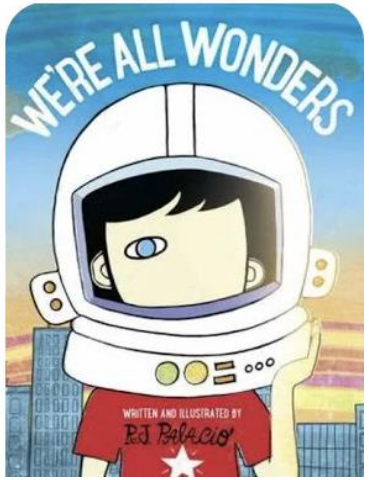

Naomi Jones
James Jones
THE PERFECT FIT

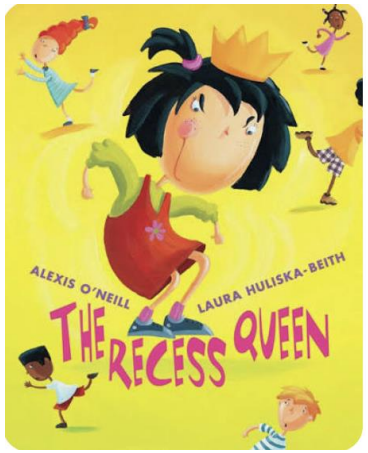

Harrison P. Spader,
PERSONAL SPACE
INVADER
pictures by
Cale Atkinson

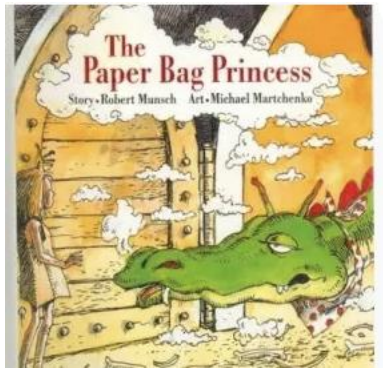

This Is
Our
House
MICHAEL ROSEN
BOB GRAHAM

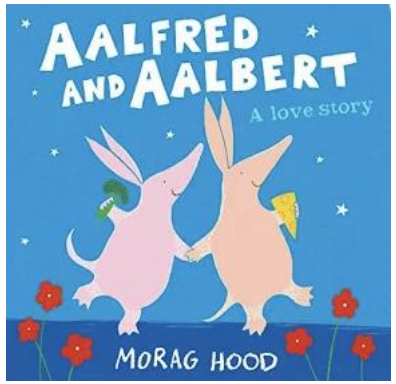

Willow
Finds a Way
Written by Lana Button Illustrated by Tania Howells

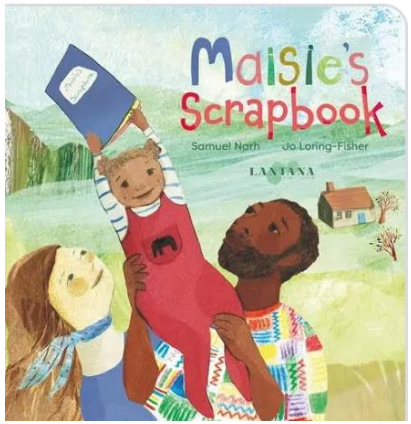

SHORTLISTED FOR THE YOTO KATE GREENAWAY MEDAL 2022
Shu Lin's Grandpa
Matt Goodfellow
Yu Rong


WE'RE ALL WONDERS
WRITTEN AND ILLUSTRATED BY
R.J. Palacio

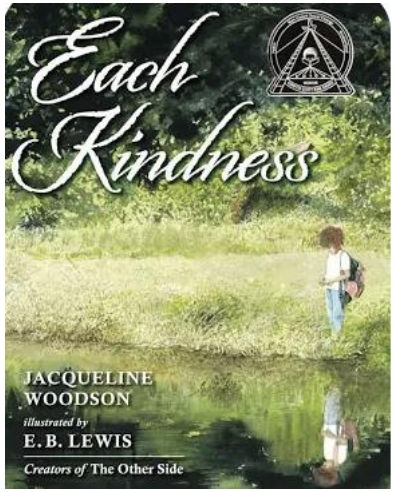

ALEXIS O'NEILL
LAURA HULISKA-BEITH
THE RECESS QUEEN

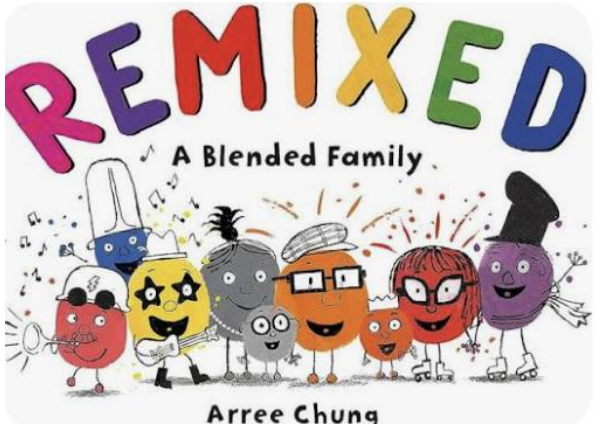

The
Paper Bag Princess
Story • Robert Munsch Art • Michael Martchenko


AALFRED AND AALBERT
A love story
MORAG HOOD


Maisie's Scrapbook
Samuel North
Jo Loring-Fisher
LANTANA

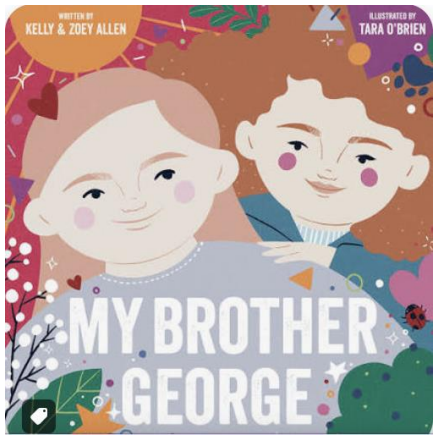

ONCE UPON A TIME ...
ONLINE
David Bedford
Rosie Reeve
Happily ever after is only a CLICK away!

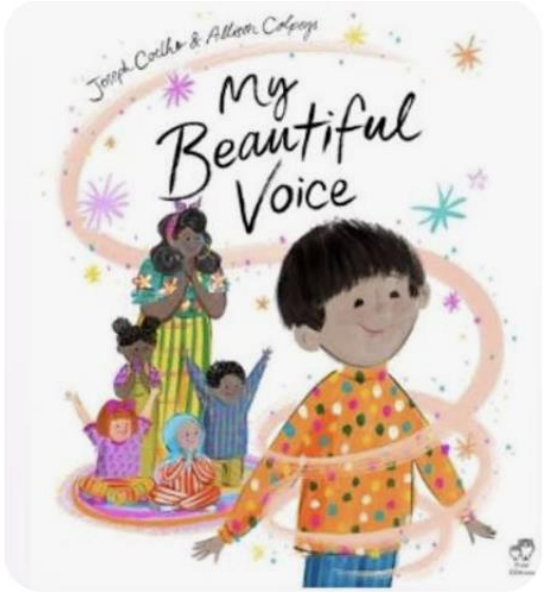

Each Kindness
JACQUELINE WOODSON
illustrated by
E.B. LEWIS
Creators of The Other Side

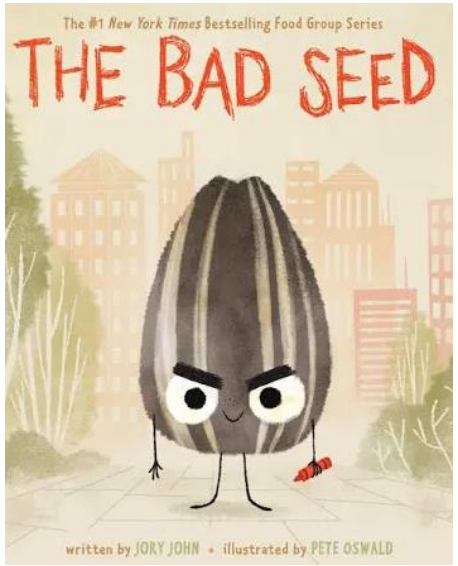

REMIXED
A Blended Family
Arree Chung

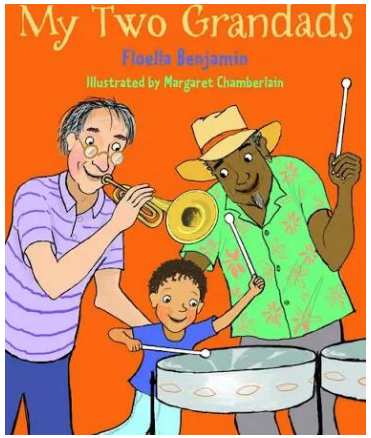

King & King

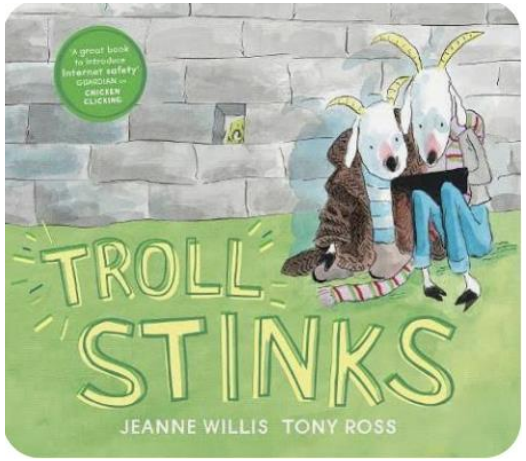
Year 4


KELLY & ZOEY ALLEN
TARA O'BRIEN
MY BROTHER GEORGE

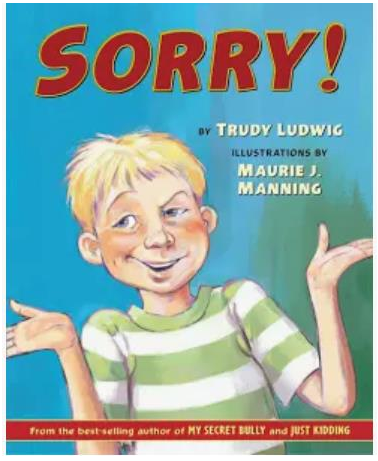

My Beautiful Voice

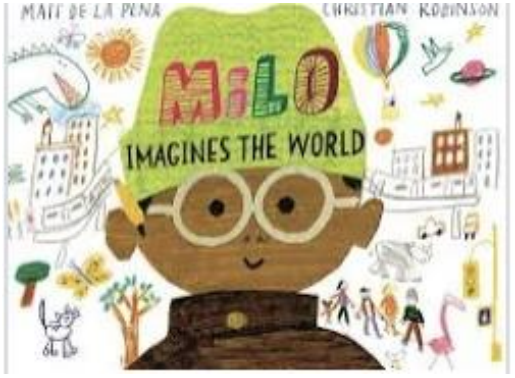

The #1 New York Times Bestselling Food Group Series
THE BAD SEED
written by JORY JOHN • illustrated by PETE OSWALD

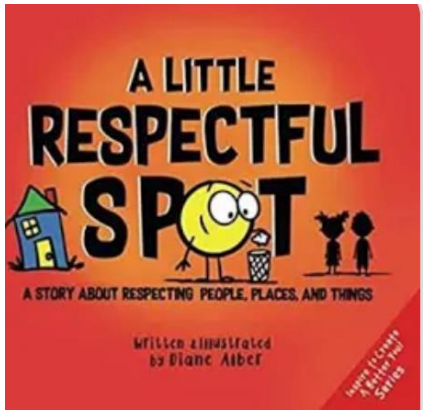

My Two Grandads
Fiaella Benjamin
Illustrated by Margaret Chamberlain

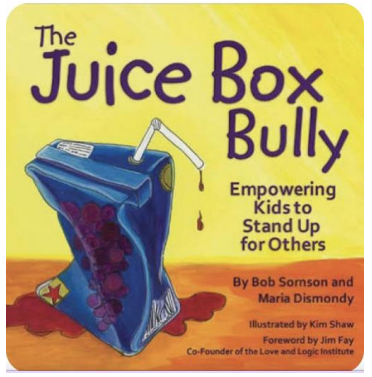

TROLL STINKS
JEANNE WILLIS TONY ROSS

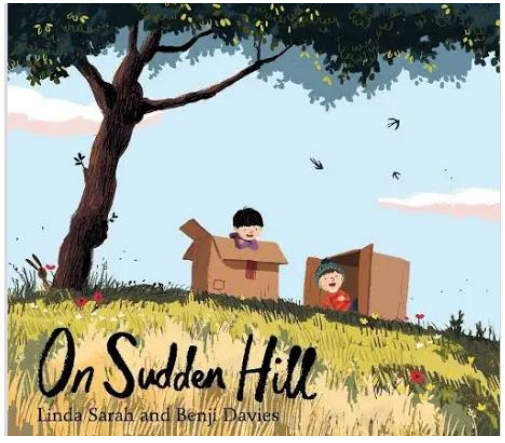
Year 5

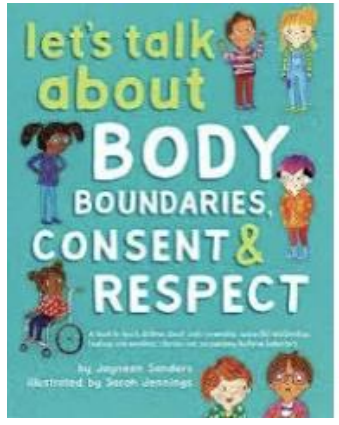

SORRY!
BY TRUDY LUDWIG
ILLUSTRATIONS BY
MAURIE J. MANNING
From the best-selling author of MY SECRET BULLY and JUST KIDDING

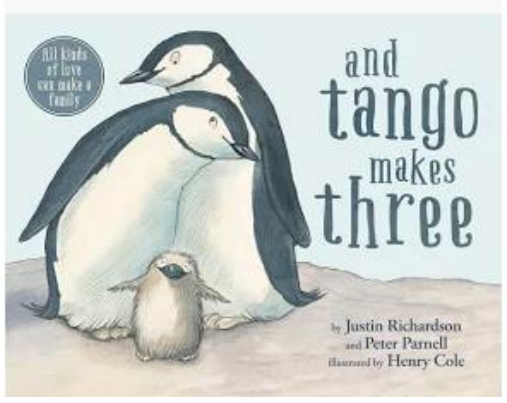

MATT DE LA PEÑA
CHRISTIAN ROBINSON
MILO
IMAGINES THE WORLD

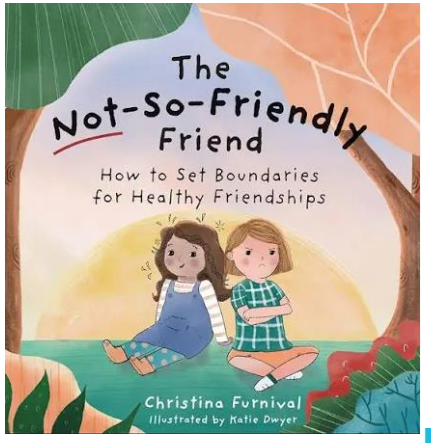

A LITTLE
RESPECTFUL
SPOT
A STORY ABOUT RESPECTING PEOPLE, PLACES, AND THINGS
Written & Illustrated by Diane Alber


The
Juice Box
Bully
Empowering Kids to Stand Up for Others
By Bob Sornson and Maria Dismondy
Illustrated by Kim Shaw
Foreword by Jim Fay
Co-Founder of the Love and Logic Institute

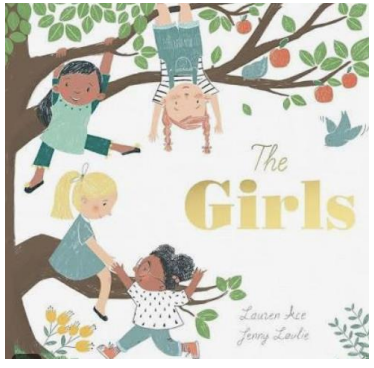

On Sudden Hill
Linda Sarah and Benji Davies

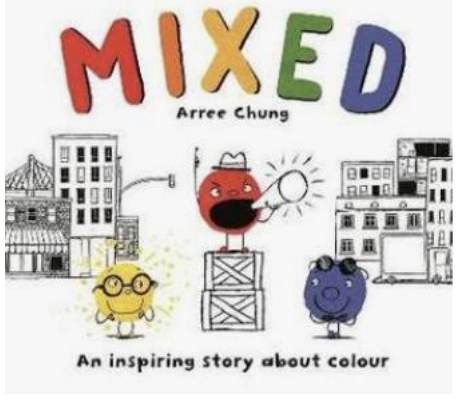

let's talk
about
BODY
BOUNDARIES,
CONSENT &
RESPECT

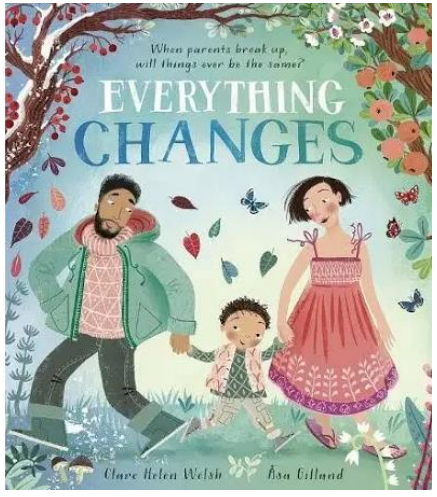

and tango makes three
by Justin Richardson and Peter Parnell
illustrated by Henry Cole

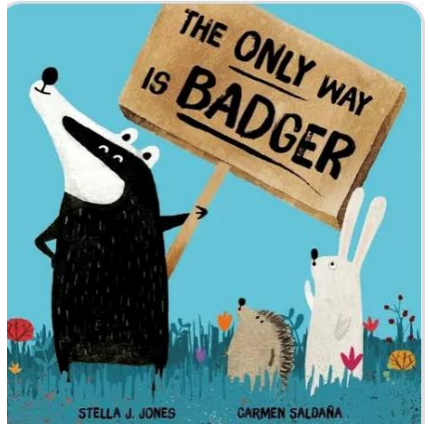

The
Not-So-Friendly
Friend
How to Set Boundaries for Healthy Friendships
Christina Furnival
Illustrated by Katie Dwyer

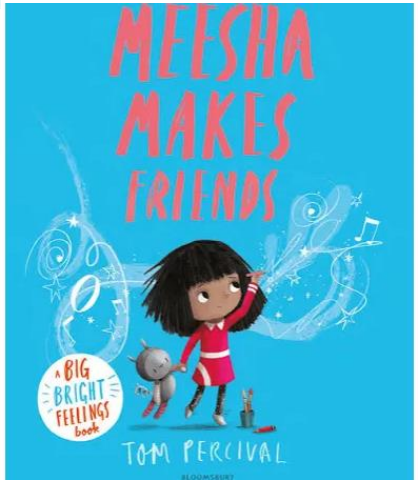

Boys


The
Girls

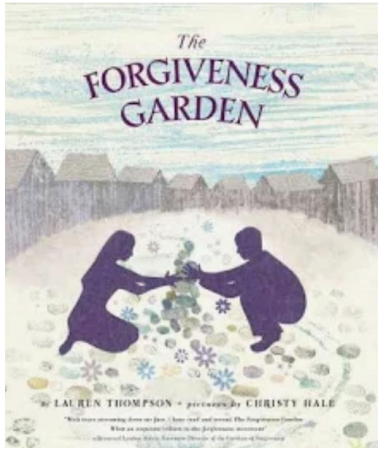

MIXED
Arree Chung
An inspiring story about colour

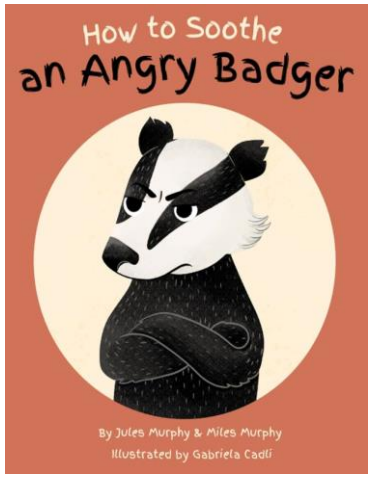

When parents break up, will things ever be the same?
EVERYTHING
CHANGES

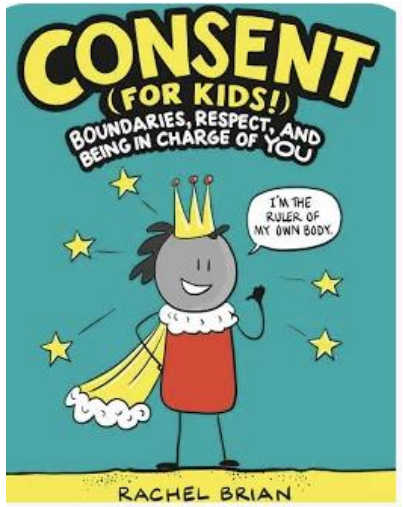

THE ONLY WAY
IS BADGER
STELLA J. JONES
CARMEN SALDAÑA

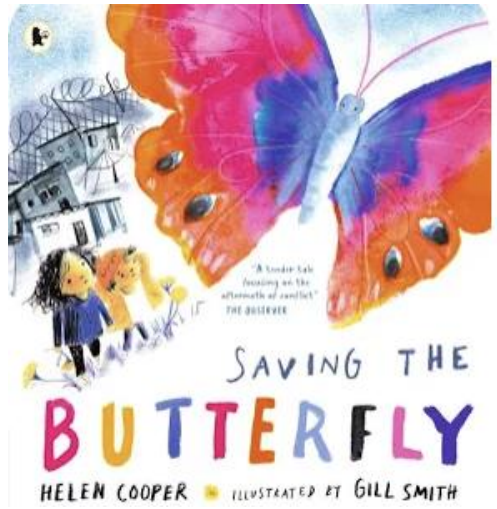

MEESHA
MAKES
FRIENDS
A BIG BRIGHT FEELINGS book
TOM PERCIVAL

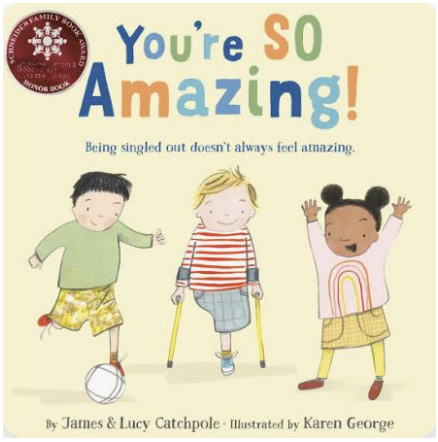
Year 6

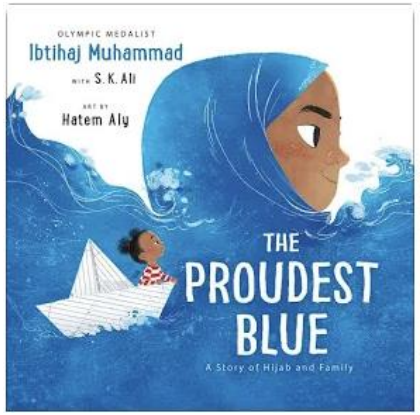

The
FORGIVENESS
GARDEN
LAUREN THOMPSON
CHRISTY HALE

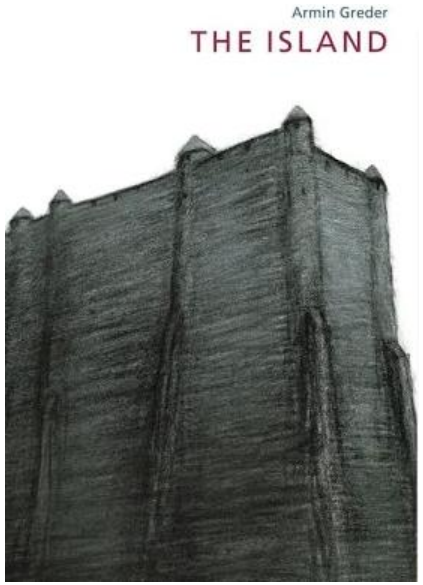

How to Soothe
an Angry Badger
By Jules Murphy & Miles Murphy
Illustrated by Gabriela Cadli

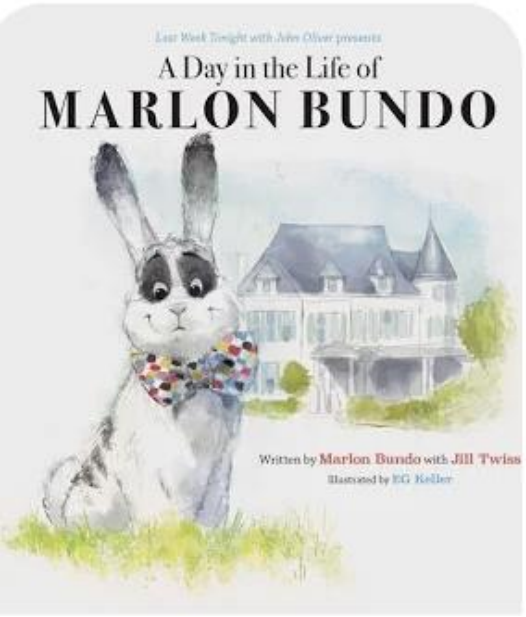

CONSENT
(FOR KIDS!)
BOUNDARIES, RESPECT, AND
BEING IN CHARGE OF YOU
I'M THE
RULER OF
MY OWN BODY.
RACHEL BRIAN


SAVING THE
BUTTERFLY
HELEN COOPER
ILLUSTRATED BY GILL SMITH

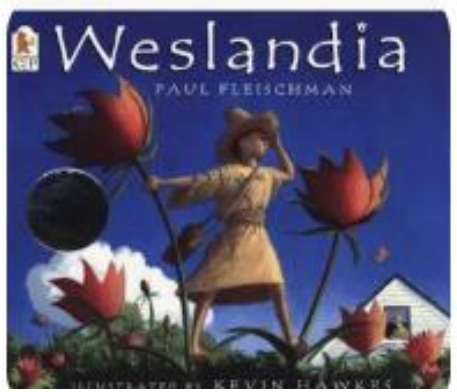

You're SO
Amazing!
Being singled out doesn't always feel amazing.
By James & Lucy Catchpole · Illustrated by Karen George

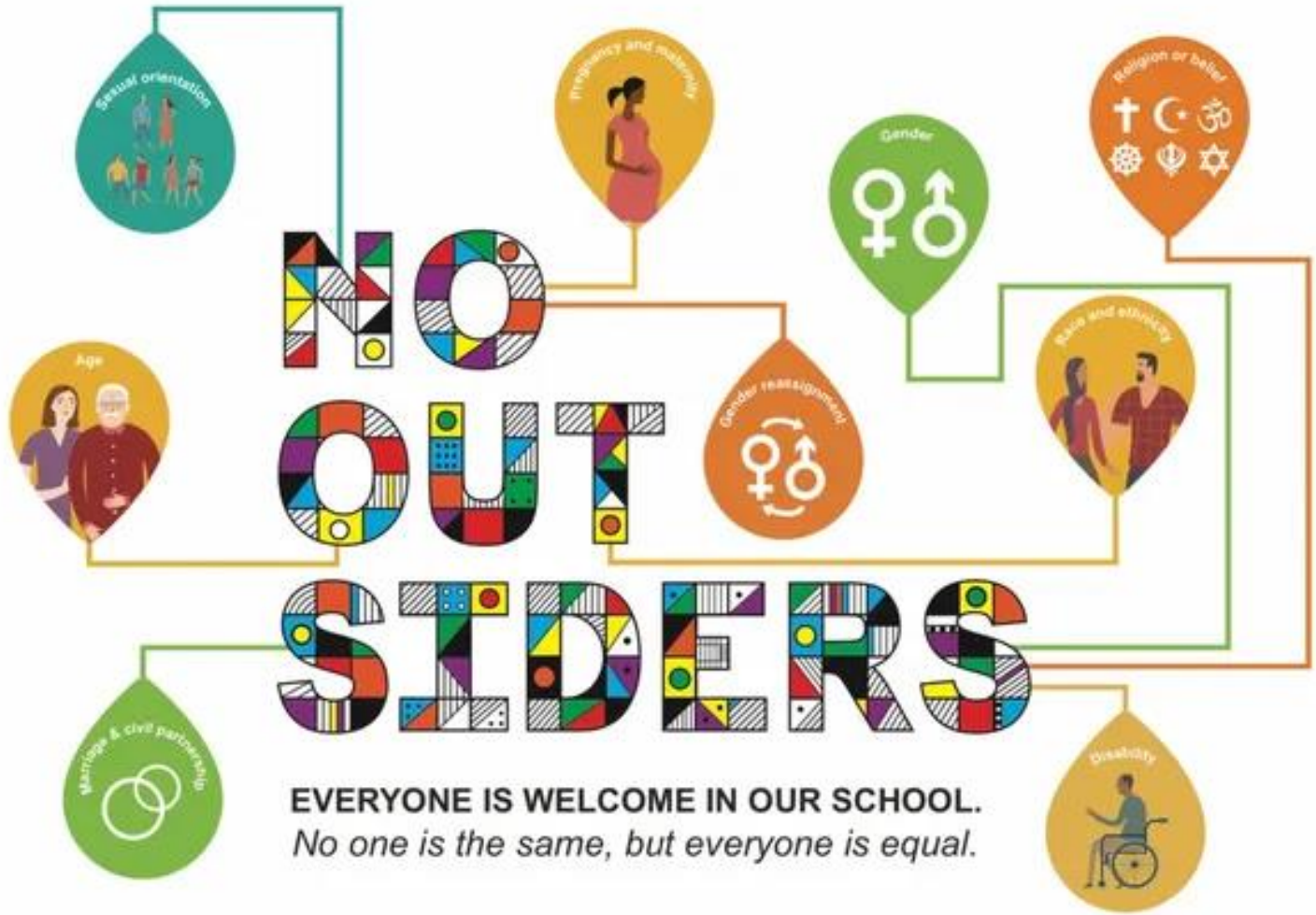

OLYMPIC MEDALIST
Ibtihaj Muhammad
with S.K. Ali
ART BY
Hatem Aly
THE
PROUDEST
BLUE
A Story of Hijab and Family


Armin Greder
THE ISLAND


A Day in the Life of
MARLON BUNDO
Written by Marlon Bundo with Jill Twiss
Illustrated by EG Keller


The Real Boat


Weslandia
PAUL FLEISCHMAN


Sexual orientation
Pregnancy and maternity
Gender
Religion or belief
Age
NO
OUT
SIDERS
Gender reassignment
Race and ethnicity
Marriage & civil partnership
Disability
EVERYONE IS WELCOME IN OUR SCHOOL.
No one is the same, but everyone is equal.

Assemblies





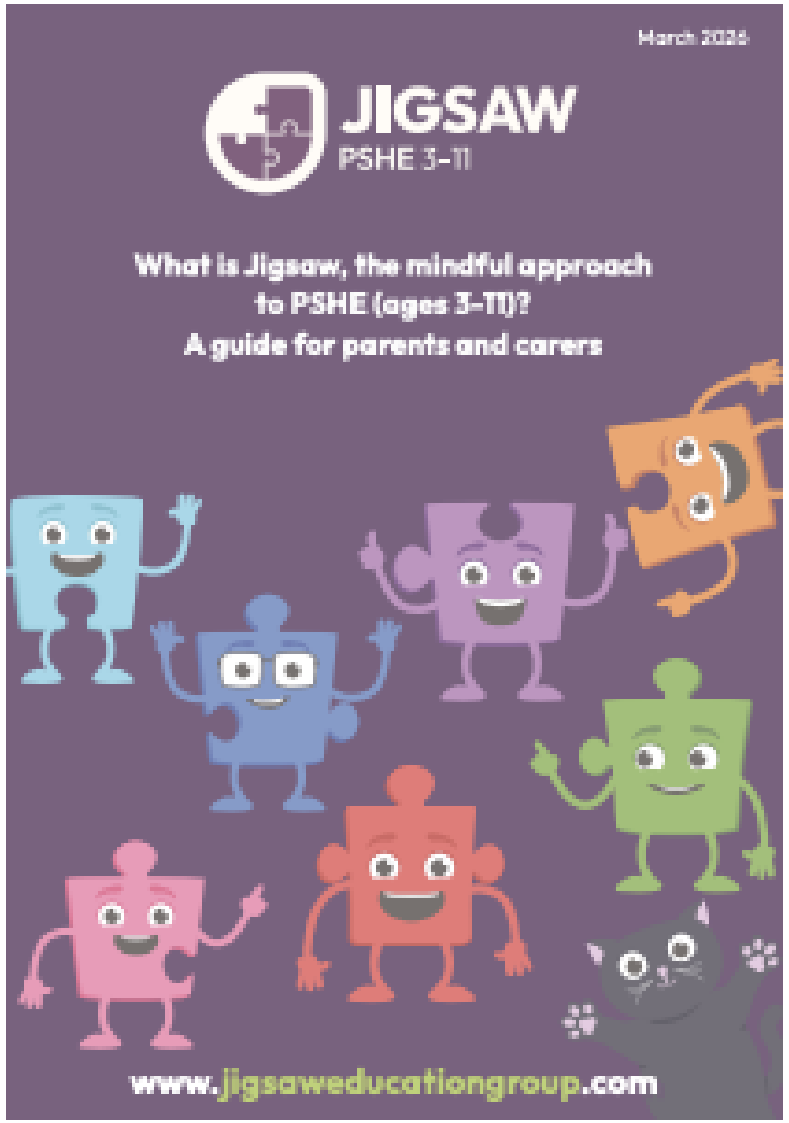
Assemblies

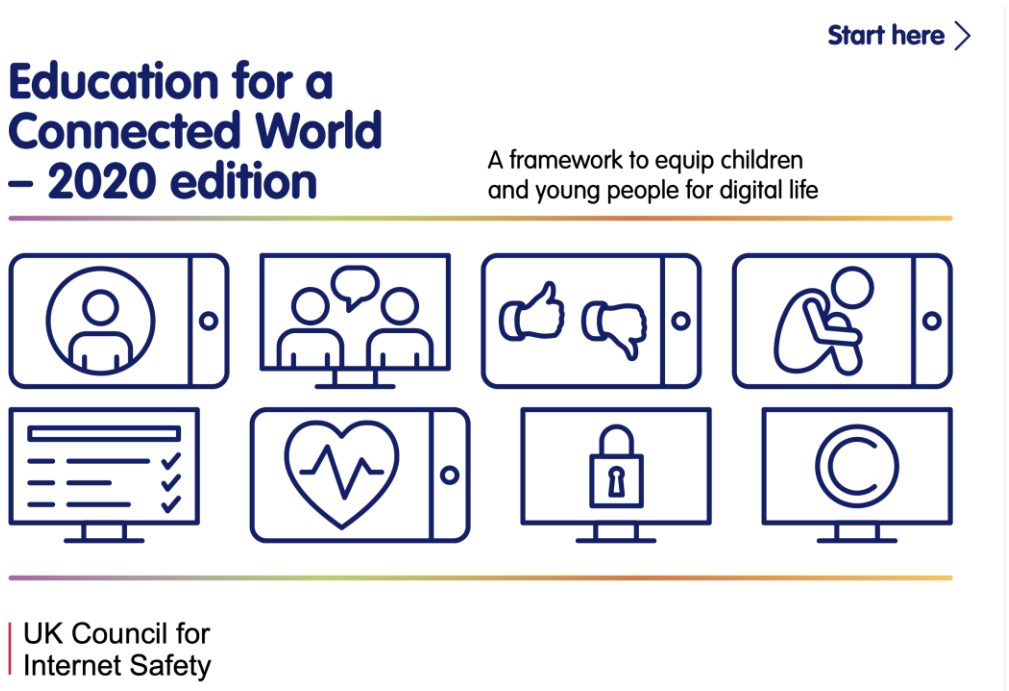









March 2026
JIGSAW
PSHE 3-11
What is Jigsaw, the mindful approach to PSHE (ages 3-11)? A guide for parents and carers
www.jigsaweducationgroup.com


Start here
Education for a Connected World – 2020 edition
A framework to equip children and young people for digital life
UK Council for Internet Safety

What happens during the consultation?

- We’re getting feedback from:
- Staff
- Parents
- Pupils
- The IEB

- There will be a formal consultation period (29th September - 20th October) before the feedback is considered and the updated policy, with any changes, is approved.
- The policy and consultation materials will be available on the school website.

- You can give your feedback today, or by completing the online form which will be open until 20th October.