Relationships, sex and health education (RSHE) policy

Draft



Approved by:	[Name]	**Date:** [Date]
Last reviewed on:	[Date]	
Next review due by:	[Date]	

1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Raddlebarn Primary and Nursery School, we believe passionately that our innovative Personal Development curriculum and No Outsiders ethos will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible citizens. We are preparing children for life in modern Britain, developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

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

At Raddlebarn Nursery and Primary School, we teach RSHE as set out in this policy.

3. Policy development

This draft policy will be shared in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – we have pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents/carers and any interested parties will be invited to attend a meeting about the policy.

4. Pupil consultation – we will conduct pupil voice activities with children in an age-appropriate way.

5. Ratification – once any amendments are made, the policy will be shared with the IEB/governors and ratified.

4. Definition

For the purpose of this policy, **Relationships and health education** will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
    - Have respect for others
    - Know how to keep themselves safe
    - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

5. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary, for example, if DfE guidance changes.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me

- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in year 5 and/or year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as diagrams, videos, books, games, discussions and practical activities

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

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Materials used in these lessons will be available for parents to view in the term before the lessons are taught. At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

There is no formal assessment of RHSE lessons.

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

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

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

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

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

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

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

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and curriculum materials

Whilst the school may work with external resources to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught. We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that our approach to teaching about RSHE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Are accessible for all pupils, including those with SEND
    - Are sensitive to pupils' needs
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on what they're going to say and their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
    - How confidentiality will work in any lesson
    - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

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

- Work with external agencies that take or promote extreme political positions

- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

8.1 The Interim Executive board or Governing Body

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

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

8.2 The headteacher

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

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-science components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Gemma Chilton.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher, or Personal Development Lead, Gemma Chilton.

8.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, and to treat others with respect and sensitivity, in line with our school values of Belonging, ambition and grit.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education.

Parents/carers have the right to withdraw their child from the non-science components of sex education within RSHE. We teach puberty through the statutory Health Education curriculum. We teach reproduction through the statutory science curriculum. Therefore, the right to withdraw does not apply.

10. Training

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

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

11. Monitoring arrangements

The delivery of RSHE is monitored by our Deputy Headteacher, Gemma Chilton, through planning scrutiny, lesson observations and pupil voice activities. Pupils' development in RSHE is assessed formatively by class teachers as part of standard classroom practice.

This policy will be reviewed by Angela Schofield, Headteacher, annually. At every review, the policy will be approved by the Interim Executive Board or Governing Body.

Appendix 1a: Curriculum map

Health education is taught using the Jigsaw scheme of work. The materials used are available for parents to view.

Relationships Education is taught through a range of books and Jigsaw materials.

Sex Education is only taught through the statutory Science curriculum. Puberty is taught through the statutory Health Education curriculum.

Raddlebarn Relationships Education Progression and Book Spine

Purpose. This document lists the book or purpose-written resource attached to every Relationships Education objective when it is first taught and whenever it is deliberately revisited. It begins with the complete Reception No Outsiders sequence and its Early Learning Goal links, followed by the five statutory Relationships Education strands for Years 1 to 6. No Outsiders remains a small supporting part of the wider statutory curriculum beyond EYFS.

Weekly No Outsiders assemblies. We will use a No Outsiders assembly each week. Each assembly will take a current news story and discuss it in relation to our inclusive ethos. There are no outsiders at Raddlebarn; everyone is welcome here. These assemblies strengthen belonging and inclusion, but they do not replace the planned Relationships Education lessons or statutory safeguarding teaching shown in this document.

Using the tables. Teach marks the year in which the objective is introduced explicitly. Revisit marks planned retrieval, application or increased complexity. Where a story cannot teach sufficiently precise online-safety or safeguarding knowledge, a current purpose-written resource or school procedure is identified instead.

Document structure. Part one sets out Reception and its ELG links. Part two gives the statutory strand and objective coverage index for Years 1 to 6. Part three shows what is taught and revisited in each year group by strand. Part four lists the books and resources attached to every objective in each year group.

No Outsiders exclusions. The following stories are not included: Red A Crayon's Story, Julian Is a Mermaid, Introducing Teddy, My Shadow Is Pink and You Need to Chill. My Brother George is used only for respectful language and challenging unfair sex stereotypes; it is not used to suggest that clothing or appearance determines sex.

Part one: EYFS Reception

Curriculum position. Reception follows the complete six-lesson No Outsiders sequence. The lessons support the EYFS educational programmes, particularly Communication and Language, Personal Social and Emotional Development, Literacy and Understanding the World. The Early Learning Goals are shown as end-of-Reception alignment points, not as a lesson-by-lesson curriculum or a checklist for assessment.

Reception ethos. Children learn that people can like different things, families can look different, friendship does not depend on being the same and everyone belongs. There are no outsiders at Raddlebarn; everyone is welcome here.

Complete No Outsiders Reception sequence

Term	Code	Book and author	No Outsiders learning objective	Equality and inclusion link
Autumn 1	0.1	You Choose - Nick Sharratt and Pippa Goodhart	To choose what I like	Broad inclusion and individual liberty
Autumn 2	0.2	Red Rockets and Rainbow Jelly - Sue Heap and Nick Sharratt	It is OK to like different things	Broad inclusion and accepting difference
Spring 1	0.3	Hello Hello - Brendan Wenzel	To say hello	Broad inclusion, respect and welcome
Spring 2	0.4	Blue Chameleon - Emily Gravett	To make a new friend	Race, alongside broad inclusion
Summer 1	0.5	The Family Book - Todd Parr	To talk about different families	Sexual orientation, marriage and civil partnership, and pregnancy or maternity
Summer 2	0.6	Super Duper You - Sophy Henn	To think about all the brills I have got	Broad inclusion, uniqueness and self-respect

Links to the Early Learning Goals

How to read this map. The table identifies the strongest direct links. A book discussion contributes evidence only when children demonstrate the relevant knowledge or skill independently across ordinary play, conversation and classroom life.

Code	Book	Primary ELG links	How the lesson contributes
0.1	You Choose	Communication and Language: Speaking; PSED: Managing Self; PSED: Building Relationships	Children express a preference, explain an idea, show confidence in their choice and accept that another child may choose differently.
0.2	Red Rockets and Rainbow Jelly	Communication and Language: Listening Attention and Understanding; Speaking; PSED: Building Relationships	Children listen to different preferences, contribute their own ideas and show that friendship does not depend on liking the same things.
0.3	Hello Hello	Communication and Language: Listening Attention and Understanding; Speaking; PSED: Building Relationships	Children practise greeting, listening and responding, then use welcoming behaviour to include other children.
0.4	Blue Chameleon	PSED: Self-Regulation; Building Relationships; Communication and Language: Speaking	Children recognise loneliness, discuss feelings, suggest ways to make a friend and understand that they do not need to change themselves to belong.
0.5	The Family Book	Communication and Language: Speaking; Literacy: Comprehension; Understanding the World: Past and Present; People Culture and Communities	Children talk about the people in their own lives, respond to the story and recognise that families can look different while providing love and care.
0.6	Super Duper You	Communication and Language: Speaking; PSED: Managing Self; Building Relationships	Children name their strengths and interests, speak positively about themselves and notice valued qualities in other people.

EYFS teaching and observation points

Adult-guided teaching. Read each text interactively, introduce the key vocabulary and use modelling, paired talk, role play and play-based follow-up experiences.

Suggested vocabulary. choice, same, different, opinion, respect, hello, welcome, include, lonely, friend, family, care, belong, unique, strength and proud.

Observation. Notice whether children use welcoming language, accept different preferences, form friendships, discuss feelings, talk positively about their family and describe their own strengths.

Assessment. Use practitioners' knowledge and professional judgement. The statutory framework states that recorded, written or photographic evidence is not required for an ELG judgement.

Inclusion. Adapt communication, sensory demands, group size and response methods so children with SEND and children learning English can participate and demonstrate understanding.

Appendix 1b: Relationships Education objective matrix

End-of-primary objectives with lesson objectives and stimulus texts from Reception to Year 6

Raddlebarn Primary School

There are no outsiders at Raddlebarn. Everyone is welcome here.

How to read each objective slide

Element	Meaning
End-of-primary objective	Current statutory wording for what pupils should know by the end of primary.
Foundation link	A Reception No Outsiders lesson that provides a genuine foundation for the later statutory objective.
Teach	The year in which the objective receives its first explicit lesson.
Revisit	A planned retrieval and application of the objective at a more demanding level.
Stimulus text / resource	The book or named resource used as the stimulus. Jigsaw references give the puzzle and lesson number.

Implementation notes

Book-led but objective-led planning. The objective determines what must be taught. The book introduces or illustrates the idea; teachers still explain the required knowledge, model safe choices and check understanding.

Meaningful revisits. A revisit should retrieve prior knowledge and apply it in a more demanding context. It should not be recorded merely because a later story has a similar theme.

No Outsiders contribution. No Outsiders lessons and weekly assemblies reinforce equality, inclusion and belonging. They are deliberately identified in their own column so they can be seen as supporting lessons rather than the whole Relationships Education programme.

Safeguarding. Body boundaries, unsafe secrets, harmful relationships, trusted adults, reporting and help-seeking require explicit teaching agreed with the designated safeguarding lead. Staff should follow the school safeguarding policy if a pupil makes a disclosure.

Online safety. Platform age limits, privacy settings, online contact, image sharing and reporting routes should be taught with current purpose-written material and reviewed regularly.

Assessment. Use short questions, sorting tasks and age-appropriate scenarios to check that pupils can recognise the situation, explain the relevant principle and identify a safe action or source of help.

- *No Outsiders: We Belong Here* by Andrew Moffat 2024
- Department for Education, Relationships Education Relationships and Sex Education and Health Education statutory guidance, July 2025, in force from September 2026: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
- Department for Education, Early years foundation stage statutory framework for group and school-based providers, effective September 2026: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Families and people who care for me

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That families are important for children growing up safe and happy because they can provide love, security and stability.	FOUNDATION LINK The Family Book LO: Talk about different families	TEACH LO: I can Explain how a caring family helps children feel safe, secure and loved. Develop: Recognise this in familiar situations and name a safe response. Stimulus: The Great Big Book of Families No Outsiders: Bathe the Cat	REVISIT LO: I can Explain how a caring family helps children feel safe, secure and loved. Develop: Describe clear examples and rehearse what to say or do. Stimulus: My family, Your Family		REVISIT LO: I can Explain how a caring family helps children feel safe, secure and loved. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: The Great Big Book of Families		REVISIT LO: I can Explain how a caring family helps children feel safe, secure and loved. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Great Big Book of Families
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.		TEACH LO: I can Identify the features of safe and happy family life, including care, protection and shared time. Develop: Recognise this in familiar situations and name a safe response. Stimulus: The Great Big Book of Families; Jigsaw: Relationships 1 No Outsiders: Bathe the Cat		REVISIT LO: I can Identify the features of safe and happy family life, including care, protection and shared time. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: The Great Big Book of Families; Jigsaw: Relationships 1, 6		REVISIT LO: I can Identify the features of safe and happy family life, including care, protection and shared time. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: The Great Big Book of Families; Jigsaw: Relationships 5	

Families and people who care for me

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That families are important for children growing up safe and happy because they can provide love, security and stability.	FOUNDATION LINK The Family Book LO: Talk about different families	TEACH LO: I can Explain how a caring family helps children feel safe, secure and loved. Develop: Recognise this in familiar situations and name a safe response. Stimulus: The Great Big Book of Families No Outsiders: Bathe the Cat	REVISIT LO: I can Explain how a caring family helps children feel safe, secure and loved. Develop: Describe clear examples and rehearse what to say or do. Stimulus: My family, Your Family		REVISIT LO: I can Explain how a caring family helps children feel safe, secure and loved. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: The Great Big Book of Families		REVISIT LO: I can Explain how a caring family helps children feel safe, secure and loved. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Great Big Book of Families
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.		TEACH LO: I can Identify the features of safe and happy family life, including care, protection and shared time. Develop: Recognise this in familiar situations and name a safe response. Stimulus: The Great Big Book of Families; Jigsaw: Relationships 1 No Outsiders: Bathe the Cat		REVISIT LO: I can Identify the features of safe and happy family life, including care, protection and shared time. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: The Great Big Book of Families; Jigsaw: Relationships 1, 6		REVISIT LO: I can Identify the features of safe and happy family life, including care, protection and shared time. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: The Great Big Book of Families; Jigsaw: Relationships 5	

Families and people who care for me

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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.	FOUNDATION LINK The Family Book LO: Talk about different families	TEACH LO: I can Respect families that look different and recognise the love and care within them. Develop: Recognise this in familiar situations and name a safe response. Stimulus: The Great Big Book of Families	REVISIT LO: I can Respect families that look different and recognise the love and care within them. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Me in the Middle No Outsiders: Is That Your Mama?		REVISIT LO: I can Respect families that look different and recognise the love and care within them. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Maisie's Scrapbook No Outsiders: Remixed	REVISIT LO: I can Respect families that look different and recognise the love and care within them. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: everything Changes No Outsiders: And Tango Makes Three	
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	FOUNDATION LINK The Family Book LO: Recognise that different families can provide love and care		TEACH LO: I can Explain why stable, caring relationships support children's security and wellbeing. Develop: Describe clear examples and rehearse what to say or do. Stimulus: The Great Big Book of Families; Jigsaw: Relationships 1, 5, 6		REVISIT LO: I can Explain why stable, caring relationships support children's security and wellbeing. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: My Two Grandads; Jigsaw: Relationships 2, 6 No Outsiders: Remixed		REVISIT LO: I can Explain why stable, caring relationships support children's security and wellbeing. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Great Big Book of Families; Jigsaw: Being Me in My World 3

	Families and people who care for me						
End-of-primary objective	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.					TEACH LO: I can Explain that marriage and civil partnership are formal, legally recognised commitments. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: King & King with factual teaching		REVISIT LO: I can Explain that marriage and civil partnership are formal, legally recognised commitments. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: King & King with factual teaching No Outsiders: Optional A Day in the Life of Marlon Bundo
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			TEACH LO: I can Recognise when family life feels unhappy or unsafe and identify trusted sources of help. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Some Secrets Should Never Be Kept; Jigsaw: Relationships 1		REVISIT LO: I can Recognise when family life feels unhappy or unsafe and identify trusted sources of help. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Some Secrets Should Never Be Kept; Jigsaw: Changing Me 4		REVISIT LO: I can Recognise when family life feels unhappy or unsafe and identify trusted sources of help. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Some Secrets Should Never Be Kept; Jigsaw: Relationships 2

	Caring friendships						
End-of-primary objective	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
How important friendships are in making us feel happy and secure, and how people choose and make friends.	FOUNDATION LINK Blue Chameleon LO: Make a new friend	TEACH LO: I can Explain why friendships matter and describe how people make friends. Develop: Recognise this in familiar situations and name a safe response. Stimulus: The Lion Inside No Outsiders: Going to the Volcano		REVISIT LO: I can Explain why friendships matter and describe how people make friends. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: The Friendship Bench		REVISIT LO: I can Explain why friendships matter and describe how people make friends. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: No Outsiders: The Girls	
That healthy friendships are positive and welcoming towards others, do not make others feel lonely or excluded, and require skills for developing caring, kind friendships.	FOUNDATION LINK Hello Hello / Blue Chameleon LO: Use welcoming behaviour and make a new friend	TEACH LO: I can Use welcoming behaviour so that others are not left lonely or excluded. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Kind No Outsiders: Going to the Volcano	REVISIT LO: I can Use welcoming behaviour so that others are not left lonely or excluded. Develop: Describe clear examples and rehearse what to say or do. Stimulus: The Invisible Boy No Outsiders: Can I Join Your Club?	REVISIT LO: I can Use welcoming behaviour so that others are not left lonely or excluded. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: The Perfect Fit No Outsiders: Shu Lin's Grandpa		REVISIT LO: I can Use welcoming behaviour so that others are not left lonely or excluded. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: On Sudden Hill	

	Caring friendships						
End-of-primary objective	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
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.	FOUNDATION LINK Blue Chameleon LO: Recognise loneliness and suggest how to include someone		TEACH LO: I can Recognise loneliness and talk about it without shame. Develop: Describe clear examples and rehearse what to say or do. Stimulus: The Invisible Boy	REVISIT LO: I can Recognise loneliness and talk about it without shame. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: No Outsiders: Aalfred and Aalbert		REVISIT LO: I can Recognise loneliness and talk about it without shame. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Meesha Makes Friends;	
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, shared interests and experiences, and support with problems and difficulties.			TEACH LO: I can Identify the qualities of a healthy friendship, including trust, honesty, kindness and support. Develop: Describe clear examples and rehearse what to say or do. Stimulus: The Friendship Bench No Outsiders: Amazing	REVISIT LO: I can Identify the qualities of a healthy friendship, including trust, honesty, kindness and support. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Enemy Pie		REVISIT LO: I can Identify the qualities of a healthy friendship, including trust, honesty, kindness and support. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: The Not so Friendly Friend No Outsiders: The Boys	REVISIT LO: I can Identify the qualities of a healthy friendship, including trust, honesty, kindness and support. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Rabbit Listened

	Caring friendships						
End-of-primary objective	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.			TEACH LO: I can Explain how friends can repair a relationship after a disagreement. Develop: Describe clear examples and rehearse what to say or do. Stimulus: The Squirrels Who Squabbled	REVISIT LO: I can Explain how friends can repair a relationship after a disagreement. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: The Sour Grape		REVISIT LO: I can Explain how friends can repair a relationship after a disagreement. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: No Outsiders: The Girls	
How to manage conflict, and that resorting to violence is never right.				TEACH LO: I can Resolve conflict peacefully and explain why violence is never the right response. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: The Recess Queen	REVISIT LO: I can Resolve conflict peacefully and explain why violence is never the right response. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: The Juice Box Bully	REVISIT LO: I can Resolve conflict peacefully and explain why violence is never the right response. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Sorry!	REVISIT LO: I can Resolve conflict peacefully and explain why violence is never the right response. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Forgiveness Garden

	Caring friendships						
End-of-primary objective	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.				TEACH LO: I can Recognise a friendship that causes discomfort or unhappiness and seek support. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: My Secret Bully Jigsaw: Relationships 2		REVISIT LO: I can Recognise a friendship that causes discomfort or unhappiness and seek support. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Jigsaw: Relationships 2, 6	REVISIT LO: I can Recognise a friendship that causes discomfort or unhappiness and seek support. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Jigsaw: Relationships 4, 5, 6
How to pay attention to the needs and preferences of others, including in families and friendships, and how to balance the needs and wishes of different people in relationships.	FOUNDATION LINK You Choose LO: Express a preference and accept that others may choose differently	TEACH LO: I can Notice and balance my needs with other people's needs and preferences. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Don't Hug Doug Jigsaw: Relationships 3, 5 No Outsiders: Bathe the Cat		REVISIT LO: I can Notice and balance my needs with other people's needs and preferences. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Willow Finds a Way Jigsaw: Relationships 1, 2, 6		REVISIT LO: I can Notice and balance my needs with other people's needs and preferences. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Each Kindness Jigsaw: Relationships 5 No Outsiders: The Boys	REVISIT LO: I can Notice and balance my needs with other people's needs and preferences. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Jigsaw: Relationships 2, 4

Respectful and kind relationships

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.		TEACH LO: I can Set, communicate and respect healthy boundaries. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Don't Touch My Hair!		REVISIT LO: I can Set, communicate and respect healthy boundaries. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Harrison P Spader		REVISIT LO: I can Set, communicate and respect healthy boundaries. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: A Little Respectful Spot	REVISIT LO: I can Set, communicate and respect healthy boundaries. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Weslandia; Consent for Kids
How to communicate effectively and manage conflict with kindness and respect, be assertive, express needs and boundaries, and manage feelings including disappointment and frustration.			TEACH LO: I can Express needs assertively, manage frustration and handle conflict kindly. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Otters Vs Badgers Jigsaw: Relationships 2, 3, 6		REVISIT LO: I can Express needs assertively, manage frustration and handle conflict kindly. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: The Bad Seed Jigsaw: Relationships 1, 2, 4 No Outsiders: My Beautiful Voice	REVISIT LO: I can Express needs assertively, manage frustration and handle conflict kindly. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: The Only Way is Badger Jigsaw: Relationships 1, 2, 4, 5	REVISIT LO: I can Express needs assertively, manage frustration and handle conflict kindly. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: How to Soothe an angry Badger Jigsaw: Relationships 4, 5, 6

Respectful and kind relationships

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The difference between being assertive and being controlling, and between being kind to other people and neglecting one's own needs.					TEACH LO: I can Distinguish assertive behaviour from controlling behaviour. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: The Recess Queen; Jigsaw: Relationships 1, 4	REVISIT LO: I can Distinguish assertive behaviour from controlling behaviour. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: The Recess Queen; Jigsaw: Relationships 1, 2, 4, 6	REVISIT LO: I can Distinguish assertive behaviour from controlling behaviour. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Recess Queen; Jigsaw: Relationships 4, 5, 6
That they can expect to be treated with respect by others, and the importance of respecting people who are different, make different choices, or have different preferences or beliefs.	FOUNDATION LINK Red Rockets and Rainbow Jelly LO: Accept that friends can like different things	TEACH LO: I can Show respect to people whose choices, preferences or beliefs differ from mine. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Kind; Jigsaw: Relationships 2, 3 No Outsiders: Elmer	REVISIT LO: I can Show respect to people whose choices, preferences or beliefs differ from mine. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Kind; Jigsaw: Relationships 2, 3, 4, 5, 6 No Outsiders: Can I Join Your Club?	REVISIT LO: I can Show respect to people whose choices, preferences or beliefs differ from mine. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Kind; Jigsaw: Relationships 4, 5, 6 No Outsiders: I Am Nefertiti	REVISIT LO: I can Show respect to people whose choices, preferences or beliefs differ from mine. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Kind; Jigsaw: Relationships 1, 4, 5, 6 No Outsiders: My Brother George	REVISIT LO: I can Show respect to people whose choices, preferences or beliefs differ from mine. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Kind; Jigsaw: Relationships 2, 4, 5 No Outsiders: And Tango Makes Three, Mixed or Milo Imagines the World	REVISIT LO: I can Show respect to people whose choices, preferences or beliefs differ from mine. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Kind; Jigsaw: Relationships 1, 4, 5, 6 No Outsiders: The Proudest Blue

	Respectful and kind relationships						
End-of-primary objective	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Practical steps and skills they can use in different contexts to improve or support their relationships.			TEACH LO: I can Use practical relationship skills in different situations. Develop: Describe clear examples and rehearse what to say or do. Stimulus: The Friendship Bench No Outsiders: Amazing	REVISIT LO: I can Use practical relationship skills in different situations. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: The Friendship Bench No Outsiders: Aalfred and Aalbert		REVISIT LO: I can Use practical relationship skills in different situations. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: The Juice Box Bully No Outsiders: The Boys	REVISIT LO: I can Use practical relationship skills in different situations. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Friendship Bench; The Juice Box Bully No Outsiders: Saving the Butterfly
The conventions of courtesy and manners.	FOUNDATION LINK Hello Hello LO: Use a greeting to welcome another person	TEACH LO: I can Use courtesy and good manners. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Kind; Jigsaw: Relationships 3	REVISIT LO: I can Use courtesy and good manners. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Kind; Jigsaw: Relationships 2, 6		REVISIT LO: I can Use courtesy and good manners. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Kind; Jigsaw: Relationships 4		
The importance of self-respect and how this links to happiness, self-esteem and a strong sense of identity, including through developing skills and interests.	FOUNDATION LINK Super Duper You / You Choose LO: Describe my strengths, interests and choices	TEACH LO: I can Describe my strengths and interests and show self-respect. Develop: Recognise this in familiar situations and name a safe response. Stimulus: The Lion Inside; Jigsaw: Relationships 5 No Outsiders: Elmer or I Love Me	REVISIT LO: I can Describe my strengths and interests and show self-respect. Develop: Describe clear examples and rehearse what to say or do. Stimulus: The Lion Inside; Jigsaw: Relationships 2 No Outsiders: Splash		REVISIT LO: I can Describe my strengths and interests and show self-respect. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: The Lion Inside; Jigsaw: Celebrating Difference 2, 5, 6 No Outsiders: My Beautiful Voice		REVISIT LO: I can Describe my strengths and interests and show self-respect. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Lion Inside; Jigsaw: Relationships 1, 2, 4, 5, 6

	Respectful and kind relationships						
End-of-primary objective	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
The different types and effects of bullying, including online bullying, the responsibilities of bystanders, and how to get help.			TEACH LO: I can Recognise bullying, understand the bystander's responsibility and get help. Develop: Describe clear examples and rehearse what to say or do. Stimulus: One; Jigsaw: Relationships 4	REVISIT LO: I can Recognise bullying, understand the bystander's responsibility and get help. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: One; Jigsaw: Relationships 3 No Outsiders: This Is Our House or We're All Wonders	REVISIT LO: I can Recognise bullying, understand the bystander's responsibility and get help. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: One; Each Kindness; Jigsaw: Celebrating Difference 1, 3, 4 No Outsiders: My Beautiful Voice	REVISIT LO: I can Recognise bullying, understand the bystander's responsibility and get help. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: One; Each Kindness; Jigsaw: Relationships 2, 4	REVISIT LO: I can Recognise bullying, understand the bystander's responsibility and get help. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: One; Each Kindness; Jigsaw: Relationships 4 No Outsiders: The Island
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying, and how to challenge a stereotype.				TEACH LO: I can Recognise and challenge an unfair or harmful stereotype. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: The Paper Bag Princess; Jigsaw: Relationships 1, 4 No Outsiders: The Truth About Old People	REVISIT LO: I can Recognise and challenge an unfair or harmful stereotype. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: The Paper Bag Princess; Jigsaw: Celebrating Difference 1, 2, 6 No Outsiders: My Brother George	REVISIT LO: I can Recognise and challenge an unfair or harmful stereotype. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: The Paper Bag Princess; Jigsaw: Celebrating Difference 1, 2, 4, 5, 6	REVISIT LO: I can Recognise and challenge an unfair or harmful stereotype. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Paper Bag Princess; Jigsaw: Celebrating Difference 1, 2, 5 No Outsiders: The Island

	Respectful and kind relationships						
End-of-primary objective	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
The different types and effects of bullying, including online bullying, the responsibilities of bystanders, and how to get help.			TEACH LO: I can Recognise bullying, understand the bystander's responsibility and get help. Develop: Describe clear examples and rehearse what to say or do. Stimulus: One; Jigsaw: Relationships 4	REVISIT LO: I can Recognise bullying, understand the bystander's responsibility and get help. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: One; Jigsaw: Relationships 3 No Outsiders: This Is Our House or We're All Wonders	REVISIT LO: I can Recognise bullying, understand the bystander's responsibility and get help. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: One; Each Kindness; Jigsaw: Celebrating Difference 1, 3, 4 No Outsiders: My Beautiful Voice	REVISIT LO: I can Recognise bullying, understand the bystander's responsibility and get help. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: One; Each Kindness; Jigsaw: Relationships 2, 4	REVISIT LO: I can Recognise bullying, understand the bystander's responsibility and get help. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: One; Each Kindness; Jigsaw: Relationships 4 No Outsiders: The Island
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying, and how to challenge a stereotype.				TEACH LO: I can Recognise and challenge an unfair or harmful stereotype. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: The Paper Bag Princess; Jigsaw: Relationships 1, 4 No Outsiders: The Truth About Old People	REVISIT LO: I can Recognise and challenge an unfair or harmful stereotype. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: The Paper Bag Princess; Jigsaw: Celebrating Difference 1, 2, 6 No Outsiders: My Brother George	REVISIT LO: I can Recognise and challenge an unfair or harmful stereotype. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: The Paper Bag Princess; Jigsaw: Celebrating Difference 1, 2, 4, 5, 6	REVISIT LO: I can Recognise and challenge an unfair or harmful stereotype. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: The Paper Bag Princess; Jigsaw: Celebrating Difference 1, 2, 5 No Outsiders: The Island

Respectful and kind relationships

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How to seek help when needed, including when concerned about violence or harm, or when unsure who to trust.			TEACH LO: I can Seek help when I am worried about harm or unsure whom to trust. Develop: Describe clear examples and rehearse what to say or do. Stimulus: My Body What I Say Goes; Jigsaw: Relationships 1, 2, 3, 4, 5, 6		REVISIT LO: I can Seek help when I am worried about harm or unsure whom to trust. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: My Body What I Say Goes; Jigsaw: Relationships 1, 2 No Outsiders: My Beautiful Voice		REVISIT LO: I can Seek help when I am worried about harm or unsure whom to trust. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: My Body What I Say Goes; Jigsaw: Relationships 1, 2, 3, 5, 6

	Online safety and awareness						
End-of-primary objective	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
That people should be respectful in online interactions and that the same principles apply online as face to face, including resisting pressure to share information or images.				TEACH LO: I can Apply the same standards of respect online and resist pressure to share. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Jigsaw: Relationships 2, 3, 6	REVISIT LO: I can Apply the same standards of respect online and resist pressure to share. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Troll Stinks!; Jigsaw: Relationships 4	REVISIT LO: I can Apply the same standards of respect online and resist pressure to share. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Troll Stinks!; Jigsaw: Relationships 2, 3, 4, 6	REVISIT LO: I can Apply the same standards of respect online and resist pressure to share. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Troll Stinks!; Jigsaw: Relationships 4, 5, 6
How to critically evaluate online relationships and information, recognise pretence, harmful content or harmful contact, and report concerns.					TEACH LO: I can Evaluate an online relationship, recognise pretence or harmful contact and report concerns. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Webster's Friend; Jigsaw: Healthy Me 6	REVISIT LO: I can Evaluate an online relationship, recognise pretence or harmful contact and report concerns. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Webster's Friend; Jigsaw: Relationships 2, 3, 4, 6	REVISIT LO: I can Evaluate an online relationship, recognise pretence or harmful contact and report concerns. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Webster's Friend; Jigsaw: Relationships 4, 5, 6

	Online safety and awareness						
End-of-primary objective	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
That people should be respectful in online interactions and that the same principles apply online as face to face, including resisting pressure to share information or images.				TEACH LO: I can Apply the same standards of respect online and resist pressure to share. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Jigsaw: Relationships 2, 3, 6	REVISIT LO: I can Apply the same standards of respect online and resist pressure to share. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Troll Stinks!; Jigsaw: Relationships 4	REVISIT LO: I can Apply the same standards of respect online and resist pressure to share. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Troll Stinks!; Jigsaw: Relationships 2, 3, 4, 6	REVISIT LO: I can Apply the same standards of respect online and resist pressure to share. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Troll Stinks!; Jigsaw: Relationships 4, 5, 6
How to critically evaluate online relationships and information, recognise pretence, harmful content or harmful contact, and report concerns.					TEACH LO: I can Evaluate an online relationship, recognise pretence or harmful contact and report concerns. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Webster's Friend; Jigsaw: Healthy Me 6	REVISIT LO: I can Evaluate an online relationship, recognise pretence or harmful contact and report concerns. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Webster's Friend; Jigsaw: Relationships 2, 3, 4, 6	REVISIT LO: I can Evaluate an online relationship, recognise pretence or harmful contact and report concerns. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Webster's Friend; Jigsaw: Relationships 4, 5, 6

Online safety and awareness

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That there is a minimum age for joining social-media sites, currently 13, which helps protect children from inappropriate content or unsafe contact.						TEACH LO: I can Explain social-media age limits and how they help protect children. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Jigsaw: Relationships 2, 3, 4	REVISIT LO: I can Explain social-media age limits and how they help protect children. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Jigsaw: Relationships 5, 6
The importance of caution when sharing information online and of using privacy and location settings to protect personal information.				TEACH LO: I can Protect personal information by making careful sharing, privacy and location choices. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Jigsaw: Relationships 3	REVISIT LO: I can Protect personal information by making careful sharing, privacy and location choices. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Once Upon a Time Online; Jigsaw: Healthy Me 1	REVISIT LO: I can Protect personal information by making careful sharing, privacy and location choices. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Once Upon a Time Online; Jigsaw: Relationships 2, 3, 6	REVISIT LO: I can Protect personal information by making careful sharing, privacy and location choices. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Once Upon a Time Online; Jigsaw: Relationships 5, 6

	Online safety and awareness						
End-of-primary objective	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
That online material may be circulated and, once words or images have been shared, there may be no way to delete them everywhere or control where they end up.					TEACH LO: I can Explain why shared words and images may become impossible to remove or control. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Once Upon a Time Online; Jigsaw: Celebrating Difference 4	REVISIT LO: I can Explain why shared words and images may become impossible to remove or control. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Once Upon a Time Online; Jigsaw: Relationships 2, 3, 6	REVISIT LO: I can Explain why shared words and images may become impossible to remove or control. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Once Upon a Time Online; Jigsaw: Relationships 4, 5, 6
That the internet contains content that can be inappropriate or upsetting for children, and where to go for advice and support when worried or concerned.				TEACH LO: I can Recognise upsetting online content and use the correct reporting or support route. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Chicken Clicking; Jigsaw: Relationships 3	REVISIT LO: I can Recognise upsetting online content and use the correct reporting or support route. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: Chicken Clicking; Jigsaw: Celebrating Difference 1, 4	REVISIT LO: I can Recognise upsetting online content and use the correct reporting or support route. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Chicken Clicking; Jigsaw: Relationships 3, 4, 6	REVISIT LO: I can Recognise upsetting online content and use the correct reporting or support route. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Chicken Clicking; Jigsaw: Relationships 4, 5, 6

Being safe

End-of-primary objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What sorts of boundaries are appropriate in friendships with peers and others, including online and in play or negotiations about space and resources.		TEACH LO: I can Recognise and respect appropriate boundaries in play, friendships and online interactions. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Don't Hug Doug; Jigsaw: Relationships 3	REVISIT LO: I can Recognise and respect appropriate boundaries in play, friendships and online interactions. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Don't Hug Doug; Jigsaw: Relationships 2, 3, 4, 6	REVISIT LO: I can Recognise and respect appropriate boundaries in play, friendships and online interactions. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Don't Hug Doug; Jigsaw: Relationships 2, 3, 6		REVISIT LO: I can Recognise and respect appropriate boundaries in play, friendships and online interactions. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Don't Hug Doug; Jigsaw: Relationships 2, 3, 4, 6	REVISIT LO: I can Recognise and respect appropriate boundaries in play, friendships and online interactions. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Don't Hug Doug;Consent for Kids Jigsaw: Relationships 4, 5, 6
The concept of privacy and its implications for children and adults, including that it is not always right to keep secrets if they relate to being safe.		TEACH LO: I can Explain privacy and recognise a secret that must be shared with a trusted adult. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Some Secrets Should Never Be Kept	REVISIT LO: I can Explain privacy and recognise a secret that must be shared with a trusted adult. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Some Secrets Should Never Be Kept	REVISIT LO: I can Explain privacy and recognise a secret that must be shared with a trusted adult. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Some Secrets Should Never Be Kept		REVISIT LO: I can Explain privacy and recognise a secret that must be shared with a trusted adult. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Some Secrets Should Never Be Kept	REVISIT LO: I can Explain privacy and recognise a secret that must be shared with a trusted adult. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Some Secrets Should Never Be Kept

	Being safe						
End-of-primary objective	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.		TEACH LO: I can Know that my body belongs to me and distinguish safe from unsafe contact. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Rissy No Kissies	REVISIT LO: I can Know that my body belongs to me and distinguish safe from unsafe contact. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Rissy No Kissies; My Body What I Say Goes	REVISIT LO: I can Know that my body belongs to me and distinguish safe from unsafe contact. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Rissy No Kissies; My Body What I Say Goes		REVISIT LO: I can Know that my body belongs to me and distinguish safe from unsafe contact. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Rissy No Kissies; My Body What I Say Goes	REVISIT LO: I can Know that my body belongs to me and distinguish safe from unsafe contact. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Rissy No Kissies; My Body What I Say Goes
How to respond safely and appropriately to adults they may encounter in all contexts, including online, whether or not they know them.			TEACH LO: I can Respond safely to adults I meet offline or online. Develop: Describe clear examples and rehearse what to say or do. Stimulus: My Body What I Say Goes Jigsaw: Relationships 2, 4, 5		REVISIT LO: I can Respond safely to adults I meet offline or online. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: My Body What I Say Goes; Webster's Friend; Jigsaw: Changing Me 3	REVISIT LO: I can Respond safely to adults I meet offline or online. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: My Body What I Say Goes; Webster's Friend; Jigsaw: Relationships 2, 3, 4, 6	REVISIT LO: I can Respond safely to adults I meet offline or online. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: My Body What I Say Goes; Webster's Friend; Jigsaw: Relationships 4, 5, 6

	Being safe						
End-of-primary objective	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.				TEACH LO: I can Recognise a harmful relationship and consider whether a person is trustworthy. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: My Secret Bully; Jigsaw: Healthy Me 5		REVISIT LO: I can Recognise a harmful relationship and consider whether a person is trustworthy. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: My Secret Bully; Jigsaw: Relationships 2, 3, 6 No Outsiders: The Girls or The Boys, as supporting discussion	REVISIT LO: I can Recognise a harmful relationship and consider whether a person is trustworthy. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: My Secret Bully; Jigsaw: Relationships 4, 5, 6
How to report abuse, online or real-life concerns, or feelings of being unsafe, using the vocabulary and confidence needed to do so.		TEACH LO: I can Report abuse, unsafe feelings or concerning experiences using clear words. Develop: Recognise this in familiar situations and name a safe response. Stimulus: Some Secrets Should Never Be Kept; Jigsaw: Relationships 4	REVISIT LO: I can Report abuse, unsafe feelings or concerning experiences using clear words. Develop: Describe clear examples and rehearse what to say or do. Stimulus: Some Secrets Should Never Be Kept; Jigsaw: Relationships 2, 4, 5, 6	REVISIT LO: I can Report abuse, unsafe feelings or concerning experiences using clear words. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: Some Secrets Should Never Be Kept; Jigsaw: Relationships 3, 5		REVISIT LO: I can Report abuse, unsafe feelings or concerning experiences using clear words. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: Some Secrets Should Never Be Kept; Jigsaw: Relationships 2, 3, 4, 6	REVISIT LO: I can Report abuse, unsafe feelings or concerning experiences using clear words. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: Some Secrets Should Never Be Kept; Jigsaw: Relationships 2, 4, 5, 6

	Being safe						
End-of-primary objective	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
How to ask for advice or help for themselves or others, keep trying until they are heard, and know where advice is available.		TEACH LO: I can Ask for help for myself or someone else and keep trying until an adult listens. Develop: Recognise this in familiar situations and name a safe response. Stimulus: My Body What I Say Goes; Jigsaw: Relationships 3, 4 4 No Outsiders: Errol's Garden	REVISIT LO: I can Ask for help for myself or someone else and keep trying until an adult listens. Develop: Describe clear examples and rehearse what to say or do. Stimulus: My Body What I Say Goes; Jigsaw: Relationships 1, 2, 3, 4, 5, 6	REVISIT LO: I can Ask for help for myself or someone else and keep trying until an adult listens. Develop: Apply the learning to less obvious scenarios and explain a choice. Stimulus: My Body What I Say Goes; Jigsaw: Relationships 1, 5	REVISIT LO: I can Ask for help for myself or someone else and keep trying until an adult listens. Develop: Explain causes and consequences, then select a proportionate response. Stimulus: My Body What I Say Goes; Jigsaw: Healthy Me 2, 3, 4, 5, 6 No Outsiders: My Beautiful Voice	REVISIT LO: I can Ask for help for myself or someone else and keep trying until an adult listens. Develop: Evaluate competing needs, pressure or risk and decide when adult help is needed. Stimulus: My Body What I Say Goes; Jigsaw: Relationships 2, 4, 6	REVISIT LO: I can Ask for help for myself or someone else and keep trying until an adult listens. Develop: Apply the principle independently in unfamiliar situations and justify the safest response. Stimulus: My Body What I Say Goes; Jigsaw: Relationships 1, 2, 3, 4, 5, 6

Sources and planning status

Department for Education

Relationships Education, Relationships and Sex Education and Health Education statutory guidance, July 2025, in force from 1 September 2026

No Outsiders

We Belong Here parent and carer guide, April 2024, and the Reception long-term plan used for the six EYFS lessons

Jigsaw PSHE

Jigsaw 3-11 and Statutory Relationships & Health Education mapping document, April 2026. A named Jigsaw puzzle and lesson is used where the proposed spine previously relied on an unspecified scenario or current resource.

Planning status

Proposed progression and book spine. Complete a school-specific safeguarding, SEND and resource audit before adoption.

37 statutory objective slides across five strands.

Appendix 2: By the end of primary school pupils should know – Relationships Education & Health Education

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • 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 • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind 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 • 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 • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • 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 or in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online, including when we are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Being safe	• 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 and resources, for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • 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 • How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice, for example from their family, school and/or other sources

Health Education is taught through the Jigsaw scheme of work and resources

TOPIC	PUPILS SHOULD KNOW
General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children, and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • 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 • Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems, and early support can help

TOPIC	PUPILS SHOULD KNOW
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • 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 • 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 • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • 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 • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and get support with issues online
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • 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 • The risks associated with an inactive lifestyle, including obesity • How and when to seek support including which adults to speak to in school if they are worried about their health

TOPIC	PUPILS SHOULD KNOW
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • The principles of planning and preparing a range of healthy meals • 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	• 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
Health protection and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • 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 • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code

TOPIC	PUPILS SHOULD KNOW
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries
Developing bodies	• 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 • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)