



Statutory Policy

Primary Relationships Policy

1. Introduction

All state-funded schools are required to teach Relationships (primary), Relationships and Sex Education (secondary) and both, Health Education. This was made compulsory by the government (and Relationships and Sex Education (RSE) in secondary) in an amendment to the Children and Social Work Act 2017.

At Oak Green School we teach statutory 'Relationships Education' and 'Health Education' as part of our Personal, Social, Health and Economic Education and Citizenship provision.

We publish this policy for 'Relationships Education' alongside our PSHE Policy, which contains 'Health Education'. We teach non-statutory 'Sex Education' as part of our PHSE provision; please see the Sex Education Policy on the school website.

To summarise, we

- have a Relationships Education Policy which complies with statutory guidance
- consult with parents and carers with regard to this policy
- make clear that 'Sex Education' is recommended but non-statutory
- have a separate Sex Education Policy in teaching this aspect of PSHE
- outline when and where the statutory elements of PSHE are taught in a planned, sequenced, age and context-appropriate curriculum (Jigsaw scheme)
- remind parents and carers that the only aspect of the new curriculum they DO have the right to withdraw from is the Sex Education element and they are clear how to exercise this right should they choose to
- ensure that parents and carers are able to view the current PSHE offer in line with all other subjects on the school website

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 a PSHE curriculum: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

2. School ethos / values statement

At Oak Green school we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. Statutory Relationships Education and Health Education will be part of the taught PSHE curriculum. PSHE is an essential part of a child's education. High quality PSHE significantly contributes to personal and

academic success, supporting all pupils to Achieve, Belong and Thrive. This policy has been revised to reflect the New statutory RSHE guidance published July 2025.

3. Aims of the Relationships policy

All state funded primary schools are required to teach Relationships Education and to have a Relationships Education policy or an RSE policy if teaching non statutory Sex Education. Oak Green School has a separate Sex Education policy which can be referred to on our website.

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships Education
- Help parents and carers to understand Relationships Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education.

Legal Requirements

To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (July 2025)

To comply with the requirements to have an up-to-date Relationships policy developed in consultation parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (July 2025)

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relations between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships /RSE teaching are identified and followed in accordance with the school safeguarding policy and to comply with current KCSIE statutory requirements.

4. Development of the policy

This policy was developed by the PSHE lead in consultation with school governors, parents and pupils. This policy links to the PSHE policy, Child Protection Policy, Anti-Bullying Policy, Equalities policy, Sex Education Policy and the School Behaviour policy.

Statutory Relationships Education and non-statutory sex education is taught through the Personal, Social, Health and Economic Education (PSHE) curriculum. The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives and support them to achieve, belong and thrive. An overview of PSHE can be found on the school's website (under the Curriculum tab) and is included in curriculum information for each term in year group newsletters and on our Curriculum overview on the website. We are committed to working in partnerships and welcome parents and carers to make an appointment to discuss any aspect of this policy, resources and RSE provision in school.

5. Relationships Education

Statutory Relationships Education at Oak Green School is taught through the PSHE curriculum and teaches pupils what they need to know by the end of year 6 as defined by the DfE guidance (See appendix 1). We use Jigsaw resources to teach Relationships Education, a statutory aspect of PSHE.

Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in the wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their on and offline lives and how to report any concerns or abuse and where to access help when needed.

Why teach Relationships Education?

High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adult
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty, integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others

- Understand the principles of positive relationships also apply online, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go online with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can cause them harm
- Recognise intimate physical relationships are for adults

Relationships education is delivered through the PSHE curriculum. These aspects of the Relationships Education as defined by the DfE, will be taught at an age-appropriate level. Further details can be found in appendix 1.

To ensure the content and delivery of Relationships Education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know and find out what they would like to learn.

Distancing techniques are used to teach relationships education, which provides depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma.

Outcomes for Relationships Education by the end of year 6 is taught through the themes below:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

See Appendix 1

How delivery and content will be made accessible to all pupils including SEND:

Delivering RSHE/PSHE to pupils with Special Educational Needs and Disabilities (SEND) requires high-quality, differentiated instruction. We will use individualised approaches, adapting content to developmental stages, and using visual aids, simplified language, or 1:1 sessions to ensure the material prepares pupils for adulthood. We will ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Where you can view curriculum information – please see appendix 2

All information can be found on our website under Curriculum - PSHE.

6. Sex Education (please refer to separate policy on our website)

At Oak Green school we teach Sex Education as part of our Relationships and PSHE curriculum in year 6. Although non statutory at Primary, Sex Education is highly recommended by the DfE , supports safeguarding and provides a trusted source of factual information for pupils. Sex Education at Oak Green school is taught through the PSHE curriculum as part Relationships Education. Sex education is taught in addition to the statutory science curriculum and provides factual and age-appropriate knowledge about conception and birth. In preparation for the secondary RSE curriculum, sex education teaches pupils to recognise the difference between intimate and non-intimate relationships, promotes healthy committed relationships including marriage, consent and the values and responsibilities required to build healthy adult relationships. It also teaches pupils the legal age for marriage and consensual sexual relationships, to recognise their right to their own physical and emotional personal space, how to keep themselves safe, and how to report concerns or issues. Puberty Education is part of statutory Health Education and parents/cares do not have the right to withdraw their child from this aspect of the curriculum.

High quality sex education will enable our pupils to:

- Have a factual and age-appropriate understanding of how babies are made and born
- Understand that intimate and sexual relationships are a natural part of adult life
- Know who to talk to if they have further questions about sex and intimate relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Know they will continue to learn about sex education in their secondary school
- Keep themselves safe online, recognising risks, harmful content, and online contact and be able to report any concerns at the earliest stage
- Know how to keep safe by recognising any inappropriate behaviour from others
- Report concerns or abuse and have the confidence, knowledge and vocabulary to do so

Sex Education is not statutory at primary. We wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. We encourage parents/ carers to make an appointment to come in and speak to the PSHE lead about any concerns they may have. Requests for withdrawal should be put in writing to the school office. Pupils who are withdrawn from Sex Education will be provided with suitable alternative educational activities and appropriate supervision for the duration of the lessons from which they have been withdrawn. Pupils who have been withdrawn from sex education may still ask questions about reproduction and sex. The school will explain to the pupil that this is something their parents may wish to answer, and the school will inform the parents that child-initiated questions have been raised. We highly recommend all students receive the full PSHE curriculum.

We keep parents/ carers informed about when sex education will take place. We offer a dedicated parent session in the second half of the summer term in Y6 where we share the materials used to teach

sex education that we will be sharing with your child. An overview of what is taught in each PSHE unit is available on the school website under the curriculum page.

Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. The school will encourage pupils to speak to their parents /carers and inform parents/carers that a conversation initiated by the pupil has taken place. If any safeguarding concerns are raised, the school will automatically follow safeguarding procedures.

How delivery and content will be made accessible to all pupils including SEND

Teaching will be accessible, age appropriate and differentiated where necessary, as well as taking into account the 'preparing for adulthood' outcomes set out in the SEND Code of Practice.

Where you can view curriculum information – please see appendix 2

All information can be found on our website under Curriculum - PSHE.

7. Managing Difficult/Sensitive Questions

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may lead to them accessing inappropriate sources of information. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Teachers may suggest a pupil speak to their parents or a trusted adult, signpost to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

8. Confidentiality and safeguarding

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the Designated Safeguarding Leads and share concerns with parents/carers according to the school's safeguarding procedures.

9. Roles and Responsibilities

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships policy. The Governing Body are required to approve the policy and hold the Headteacher to account for its implementation.

The Co-Headteachers are responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing PSHE which includes statutory Relationships Education. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat others with respect.

10. Working with outside agencies and visiting speakers

Any visitors to Oak Green will only be used to complement and enrich the planned PSHE/RSHE programme. Teachers will request and review lesson plans and materials in advance to ensure they are age-appropriate and factually accurate. All visitors must adhere to the school's Child Protection and Safeguarding policy. A qualified teacher will remain in the classroom to manage behaviour, support the visitor, and follow up on any emerging safeguarding issues. The visitor will be made aware of the school's confidentiality protocols and know how to handle and report any pupil disclosures

11. Monitoring, evaluation and training

PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. This policy will be reviewed annually.

To ensure staff are confident to deliver all aspects of the PSHE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

12. Working with parents and carers (consulting, informing and supporting)

Parents and carers are only entitled to withdraw their child from designated sex education lessons. Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the developing body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

We consult with parents and carers whenever the RSE policy is reviewed or amended. We work in partnership to support parents to understand RSE education and have an open-door policy for parents to discuss any aspect of the RSE curriculum.

13. Policy date and review date

This policy will be reviewed annually by the PSHE lead.

Appendix 1: DfE descriptors

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Appendix 2: PSHE curriculum (see below)

Nursery – Little/ Eagle/ Reception Owls	Being Me in My World In this Puzzle (unit), the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children’s rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible. Celebrating Difference In this Puzzle (unit) children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them. Dreams and Goals In this Puzzle the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this. Healthy Me In this Puzzle children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don’t know. Relationships Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw’s Calm Me and how they can use this when feeling upset or angry. Changing Me Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns. Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family. Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage. Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust. Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby,
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	feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	Grown-up, Adult, Change, Worry, Excited, Memories.
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Year 1	Being Me in My World In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety Celebrating Difference In this Puzzle (unit) the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied. Dreams and Goals In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well. Healthy Me In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe. Relationships Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these. Changing Me Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, and vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help	Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration. Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique. Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals. Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait. Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind,
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	manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.	Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate. Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.
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Year 2	Being Me in My World In this Puzzle (unit) the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter. Celebrating Difference In this Puzzle (unit) the class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship. Dreams and Goals In this Puzzle the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people. Healthy Me In this Puzzle the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies. Relationships Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.	Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving. Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value. Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product. Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious. Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable,
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Changing Me

In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, and vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.
Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.

Year 3	Being Me in My World In this Puzzle (unit) the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. They talk about choices and consequences, working collaboratively and seeing things from other people's points of view. The children talk about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter. Celebrating Difference In this Puzzle (unit) the class learn about families, that they are all different and that sometimes they fall out with each other. The children talk about techniques to calm themselves down and discuss a technique called 'solve it together.' The children revisit the topic of bullying and talk about being a witness (bystander), they talk about how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They talk about name-calling and choosing not to use hurtful words. They also talk about giving and receiving compliments and the feelings associated with this. Dreams and Goals In this Puzzle the class look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They talk about facing learning challenges and identify their own strategies for overcoming these. The children talk about obstacles which might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time. Healthy Me In this Puzzle the class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe. Relationships In this Puzzle children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate e.g. Mum is the carer, Dad	Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong. Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique. Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.
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	goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and cooperation. Children are reminded about the solve-it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced. Online relationships through gaming and Apps is explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited. Changing Me Part of the statutory requirement is for children to learn about the changing adolescent body, this is included in this part of Jigsaw. We believe this work is an important part of safeguarding children, as knowledge empowers them, helping them to stay safe and cope with puberty understanding why their bodies will change. Included within this is using the correct scientific terminology for the body parts. This Puzzle (Puzzle) begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grownup. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm it passes out of the body as a period. Sexual intercourse and the birth of the baby is not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.	Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice. Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate. Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus,
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		Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy, breasts, pubic hair
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Year 4	Being Me in My World In this Puzzle (unit) the children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals. Celebrating Difference In this Puzzle (unit) the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed. Dreams and Goals In this Puzzle the children talk about their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge. Healthy Me In this Puzzle the class look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at smoking and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it. Relationships Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children	Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC). Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed. Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate. Friendship, Emotions, Healthy, Relationships,
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	revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable. Changing Me Part of the statutory requirement is for children to learn about the changing adolescent body, this is included in this part of Jigsaw. We believe this work is an important part of safeguarding children, as knowledge empowers them, helping them to stay safe and cope with puberty understanding why their bodies will change. Included within this is using the correct scientific terminology for the body parts. In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.	Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong. Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love. Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Fertilise, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy, Breasts, Pubic hair
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Year 5	Being Me in My World In this Puzzle (unit) the children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals. Celebrating Difference In this Puzzle (unit) the class explore culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. The class talk about happiness regardless of material wealth and respecting other people's cultures. Dreams and Goals In this Puzzle the class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture. Healthy Me In this Puzzle the class look at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people's relationships with food and how this can be linked to negative body image pressures. Relationships Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age -limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in	Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy. Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation. Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference. Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media,
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different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.

Changing Me

Part of the statutory requirement is for children to learn about the changing adolescent body, this is included in this part of Jigsaw. We believe this work is an important part of safeguarding children, as knowledge empowers them, helping them to stay safe and cope with puberty understanding why their bodies will change. Included within this is using the correct scientific terminology for the body parts. In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.

Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation. Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMART rules. Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles,

		Adam’s Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Embryo, Umbilical cord, Foetus, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.
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Year 6	Being Me in My World In this Puzzle (unit) the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The class learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They talk about their choices and actions and how these can have far-reaching effects, locally and globally. The children talk about their own behaviour and how their choices can result in rewards and consequences and how these feel. They talk about how an individual's behaviour and the impact it can have on a group. They also talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals. Celebrating Difference In this Puzzle (unit) the class talk about differences and similarities and that for some people, being different is hard. The children talk about bullying and how people can have power over others in a group. They talk about strategies for dealing with this as well as wider bullying issues. The class talk about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements. Dreams and Goals In this Puzzle the class talk about their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they'll need to take as well as talking about how to stay motivated. The children explore various global issues and explore places where people may be suffering or living in difficult situations – whilst doing this they reflect on their own emotions linked to this learning. The class also talk about what they think their classmates like and admire about them as well as working on giving others praise and compliments. Healthy Me In this Puzzle the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people's bodies. The class discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed. Relationships In this Puzzle the class look at mental health and how to take care of their own mental well-being. They talk about the grief cycle and its various stages, they also discuss the different causes of grief and loss. The children talk about people who can try to control them or have power over them. They look at online safety,	Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud. Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict. Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic,
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	learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way Changing Me Part of the statutory requirement is for children to learn about the changing adolescent body, this is included in this part of Jigsaw. We believe this work is an important part of safeguarding children, as knowledge empowers them, helping them to stay safe and cope with puberty understanding why their bodies will change. Included within this is using the correct scientific terminology for the body parts. In this Puzzle the class learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.	Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition. Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure. Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control,
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		Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal,
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		Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .
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Oak Green School - Relationships Education Mapping – Jigsaw

Relationships Education Objectives:	Year 1						Year 2					
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
(R1) That families are important for children growing up because they can give love, security and stability.					1	1					1	
(R2) The characteristics of healthy family life, 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.					1						1	
(R3) That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.					1						1	
(R4) That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important children's security as they grow up.					1						1	
(R5) That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.											1	
(R6) How to recognise if family relationships make them feel happy or unsafe, and how to seek help or advice from others if needed.						6					1,4	

(R11) How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.		5			2,4,5			4			5	
(R12) The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs.	3,6	1,2,6	3		2,6		2-6	5,6	3		3,5	
(R13) Practical steps they can take in a range of different contexts to improve or support respectful relationships.		5			6		5,6	4,5	3,4		5	
(R17) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help.		3,4						3				
(R18) What a stereotype is, and how stereotypes can be unfair, negative or destructive.								1,2				
(R19) The importance of permission-seeking and giving in relationships with friends, peers and adults.		5			3,4	4	2	4,5	4-6		2,4	5
(R23) How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.												
(R25) What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)		5			3,5	4	2	4,5			2	5
(R26) About the concept of privacy and the implications of it for both children and adults.					3	4					4	4,5

(R27) That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.					3	4					2	4
(R28) How to respond safely and appropriately to adults they may encounter (including online) whom they do not know.					3,4						2	
(R29) How to recognise and report feelings of being unsafe or feeling bad about any adult.		3,4				4					2	4,5
(R30) How to ask for advice or help for themselves or others and to keep trying until they are heard.			5		5			4	2		2	5
(R31) How to report concerns or abuse and the vocabulary and confidence needed to do so.		4						4			4,5	5
(H34) Key facts about puberty and the changing adolescent body, including physical and emotional changes.												3,4
(H35) About menstrual wellbeing including the key facts about the menstrual cycle.												

Relationships Education Objectives:	Year 3						Year 4					
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
(R1) That families are important for children growing up because they can give love, security and stability.		1			1	5						1,2
(R2) The characteristics of healthy family life, 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.		1			1	5					6	1,2

(R3) That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.		1			1	5						1,2
(R4) That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important children's security as they grow up.		1			1	5					6	1,2
(R5) That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		1										
(R6) How to recognise if family relationships make them feel happy or unsafe, and how to seek help or advice from others if needed.		2									1,2	
(R11) How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.		3,4			3		2	2,3		1,2,5,6	4	
(R12) The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs.	2	5,6	1		2		2,3	2	3	5,6	4-6	
(R13) Practical steps they can take in a range of different contexts to improve or support respectful relationships.	3	5	6		6		5	1,2		1,2,5	4,5	
(R17) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help.		3-5			3			3				

(R18) What a stereotype is, and how stereotypes can be unfair, negative or destructive.		5			1	5						
(R19) The importance of permission-seeking and giving in relationships with friends, peers and adults.	5,6				2		4			2,6	4,6	
(R23) How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.		5		4,5	3							
(R25) What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)	6	5		4,5	3		5	2		2,5,6	4,5	
(R26) About the concept of privacy and the implications of it for both children and adults.				4,5	3							2,3
(R27) That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.						4						1
(R28) How to respond safely and appropriately to adults they may encounter (including online) whom they do not know.				4,5								
(R29) How to recognise and report feelings of being unsafe or feeling bad about any adult.				4,5						5		
(R30) How to ask for advice or help for themselves or others and to keep trying until they are heard.		4		4,5				4		3,4		
(R31) How to report concerns or abuse and the vocabulary and confidence needed to do so.		3,4		4,5				3		3,4		
(H34) Key facts about puberty and the changing adolescent body, including physical and emotional changes.												

(H35) About menstrual wellbeing including the key facts about the menstrual cycle.

Relationships Education Objectives:	Year 5						Year 6					
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
(R1) That families are important for children growing up because they can give love, security and stability.												3
(R2) The characteristics of healthy family life, 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.												
(R3) That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.								2				
(R4) That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important children's security as they grow up.												3,4
(R5) That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.												
(R6) How to recognise if family relationships make them feel happy or unsafe, and how to seek help or advice from others if needed.							5			3,4		4

(R11) How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.					2,6			3,4		3,4	5	
(R12) The importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs.	3,4	1,2	5,6	4	2-6		2-6	2,5	4			
(R13) Practical steps they can take in a range of different contexts to improve or support respectful relationships.	4	6			1-6		4-6	5,6	4		4-6	4,5
(R17) About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help.		4			2			4			4	
(R18) What a stereotype is, and how stereotypes can be unfair, negative or destructive.		1		4				2				
(R19) The importance of permission-seeking and giving in relationships with friends, peers and adults.					2,3			3		6	4	4,5
(R23) How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.					2-6						5,6	
(R25) What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)				4	2,3	1	4	3		3,4	4-6	
(R26) About the concept of privacy and the implications of it for both children and adults.					2,3	1				6	4-6	

(R27) That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.				4		1				1,6	1,2	1,5
(R28) How to respond safely and appropriately to adults they may encounter (including online) whom they do not know.											4-6	
(R29) How to recognise and report feelings of being unsafe or feeling bad about any adult.		3			2,3						5	
(R30) How to ask for advice or help for themselves or others and to keep trying until they are heard.		3		3	2			4		5,6	4	2
(R31) How to report concerns or abuse and the vocabulary and confidence needed to do so.		2		3	2			3,4		1-6	4	
(H34) Key facts about puberty and the changing adolescent body, including physical and emotional changes.					2-4							2
(H35) About menstrual wellbeing including the key facts about the menstrual cycle.					2							2,3
Separate unit – sex education.												4 lessons