Relationship and Sex Education (RSE) Policy

What is Relationships and Sex Education (RSE)?

At Lochinver House School, we recognise the importance of Relationships and Sex Education (RSE) in supporting the personal, social and emotional development of all pupils. RSE plays a crucial role in equipping pupils with the knowledge, skills and values required to build safe, respectful and positive relationships, while encouraging them to take responsibility for their own health and wellbeing. We are committed to delivering a comprehensive, inclusive and age-appropriate RSE programme that reflects the ethos and core values of our school community (Kindness, Honesty and Respect). Our approach is underpinned by a strong commitment to safeguarding, equality, respect for diversity and preparation for life in contemporary society. This policy meets the statutory requirements of the Children and Social Work Act 2017 and complies with the Department for Education's Statutory Relationships, Sex and Health Education (RSHE) guidance (July 2025), as well as the Education (Independent School Standards) Regulations 2014. The policy will be reviewed annually in consultation with parents, staff and governors to ensure that our provision remains relevant, inclusive and responsive to emerging issues.

Aims of RSE

The aims of RSE at Lochinver House School are to:

• To ensure pupils receive age appropriate, developmentally appropriate and inclusive RSE, in line with DfE statutory guidance, supporting them to build healthy relationships now and in the future.
• To promote positive, respectful and caring relationships, including friendships, family relationships and relationships with peers and adults, underpinned by kindness, empathy and respect.
• To support pupils in developing emotional literacy, resilience and self-regulation, enabling them to recognise feelings in themselves and others and manage low level conflict constructively.
• To teach pupils about personal safety, boundaries and consent, including understanding how to stay safe, recognise inappropriate behaviour, and know how and where to seek help.
• To help pupils understand the importance of respect, equality, and diversity, fostering an inclusive environment free from discrimination, bullying or harassment.
• To prepare pupils, in a sensitive and factual manner, for the physical and emotional changes associated with growing up, including puberty, as appropriate to their age and stage.

Subject Content:

Relationships and Sex Education (RSE) at Lochinver House School is not taught as a standalone subject, but is fully embedded across the curriculum, including Personal, Social, Health, and Economic (PSHE) education and Science. The core elements of RSE are delivered within broader topic-based learning to ensure appropriate context and meaningful engagement. While many aspects of RSE are addressed throughout the academic year, certain age-appropriate themes are taught at carefully planned points. This approach ensures that parents are informed in advance and can support their child's learning effectively.

Our provision places a strong emphasis on developing the foundational skills and attributes of positive relationships, with a particular focus on friendships, family relationships, and relationships with peers and adults. Pupils begin by developing an understanding of what relationships are, the meaning of friendship and family, and identifying trusted individuals who can offer support. Building on early years learning, pupils are taught from the outset of primary education how to take turns, treat others with kindness, consideration and respect, and understand the importance of honesty, permission seeking and giving, consent, and personal privacy.

Respect for others is reinforced in an age-appropriate manner through learning about personal and shared boundaries, including during play, collaborative activities and discussions around space and resources. Teachers explicitly explore the characteristics of healthy friendships, family connections and other relationships that pupils are likely to experience. By highlighting these principles across a range of contexts, pupils are supported in developing a secure and positive understanding of relationships that promote wellbeing and emotional safety, while also enabling them to recognise and respond appropriately to less positive relationships should they encounter them.

At Lochinver House School, the principles of positive relationships apply equally to both offline and online environments. By the end of primary education, many pupils are active users of digital platforms, and our Relationships Education prepares them to engage safely and responsibly. Our teaching explicitly addresses online behaviour and safety in age-appropriate ways, including emerging risks such as harmful or misleading content, misinformation, AI-generated imagery and deepfakes, pressures around image sharing, and sextortion.
Teaching about families is delivered with sensitivity and professional judgement, informed by staff knowledge of individual pupils and their circumstances. We recognise that families exist in many forms and that all can provide a loving and supportive environment for children. These may include single-parent families, families with LGBTQ+ parents, adoptive and foster families, and other care arrangements. No child is stigmatised based on home circumstances, and learning reflects respectfully that pupils may have different networks of support.

Relationships Education also contributes to pupils' emotional and mental wellbeing, including understanding how positive friendships and supportive relationships promote resilience, confidence and emotional security.
Through Relationships Education, as part of our wider RSE provision, pupils are taught how to recognise and report abuse, including emotional, physical and sexual abuse. In the primary phase, this learning is rooted in clear, age-appropriate teaching about boundaries, privacy and bodily autonomy, ensuring pupils understand that they have rights over their own bodies. This includes understanding boundaries in friendships, family relationships and other interactions, both online and offline. Pupils are taught how to seek help and raise concerns by identifying trusted adults and appropriate sources of support.

Through our Relationships Education and RSE programme, Lochinver House School equips pupils with the knowledge, skills and values to build positive, respectful relationships.

Pupils are supported to:

- develop self-esteem and self-worth;
- understand and respect their own identity and the identity of others, in an age-appropriate manner;
- understand a range of family structures and committed relationships;
- make sense of real-life issues and experiences;
- recognise and manage a range of emotions;
- understand how their choices impact themselves and others;
- develop as informed, responsible and respectful members of society;
- understand their rights and how these are safeguarded.

Statutory Context and Curriculum Coverage

From Little Lochies to Year 6, we provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017. Our broad coverage ensures we meet the statutory guidance noted in the DfE document.
For Pupils in Years 7 and 8, we provide RSE to all pupils as per section 34 of the Children and Social work act 2017. We have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Relationships and Sex Education (RSE) is a planned, age-appropriate programme of learning through which children and young people acquire the knowledge, understanding, and skills they need to form positive, respectful, and healthy relationships. RSE supports pupils' physical, emotional, and moral development, promotes personal safety and wellbeing, and prepares them for the changes associated with growing up. It is delivered in a way that is inclusive, sensitive, and respectful of pupils' individual backgrounds, beliefs, and levels of development, in accordance with statutory guidance from the Department for Education.

Curriculum Organisation and Content

Our curriculum coverage is illustrated at the close of this Policy document. The curriculum has been developed in consultation with parents, pupils, and staff, taking into account the age, needs and feelings of pupils. The 'Jigsaw' PSHE scheme, Friendology framework, resources from a charity named FlippGen and resources from the PSHE Association is currently used as the framework for our curriculum. Some areas of the scheme have been adapted and changed to meet the needs of Lochinver House School pupils. In addition, external providers are utilised to support learning, these are not exhaustive but include, NSPCC, Beyond and Hazard Alley. As per monitoring and reviewing, additional providers may be added to the PSHE curriculum annually.

We continue to review the content and make adaptions as necessary. Resources are reviewed and updated regularly. Where pupils ask questions beyond the scope of the curriculum, teachers respond in an age-appropriate manner. This is to reduce the risk of pupils seeking answers from potentially unmoderated sources, including those online.

Relationships Education (Little Lochies to Year 8) -

For pupils in Little Lochies to Year 8, Relationships Education is delivered in line with the Department for Education's statutory Relationships, Sex and Health Education (RSHE) framework (updated 2025). It focuses on teaching the fundamental building blocks and characteristics of positive, healthy relationships, including:

- families and people who care for me
- caring, supportive friendships
- respectful relationships, including understanding differences and equality
- online relationships and digital safety
- being safe, including personal boundaries, consent, and knowing how to seek help

Sex Education in the Primary Phase

Sex education is not statutory in primary schools. At Lochinver House School, an age-appropriate introduction to sex education is provided in Year 6. This teaching focuses on human reproduction within the context of healthy relationships, puberty and the statutory science curriculum. Content is delivered factually and sensitively, using correct medical terminology. Parents are informed and consulted in advance of this provision and have the right to withdraw their child from sex education lessons, except for those elements required as part of the national science curriculum.

It provides age appropriate, factual and sensitive learning to support pupils' understanding of the human body and development. This includes:

- identifying and naming body parts using correct scientific terminology, including external genitalia, in order to support body confidence, communication, and safeguarding
- preparing pupils for the physical and emotional changes associated with puberty and adolescence, ensuring content is appropriate to age and stage of development
- developing an age appropriate understanding of human reproduction, including how a baby is conceived and born

Sex Education (Years 7 and 8) -

For pupils in Year 7 and Year 8, Sex Education is delivered in accordance with the Department for Education's RSHE statutory framework (2025). It provides pupils with accurate, age appropriate and inclusive information to support their understanding of healthy, respectful and nurturing relationships. This includes learning about relationships:

- within families, including understanding supportive relationships, roles and responsibilities
- within friendships and peer relationships, focusing on communication, trust, respect and managing conflict

• in online and media contexts, including digital literacy, consent, online safety and managing influence
• within intimate and sexual relationships, with a strong emphasis on consent, mutual respect, boundaries, equality and personal responsibility

These areas of learning are taught within the context of family life. Teaching is inclusive and carefully planned to ensure that no pupil is stigmatised or disadvantaged because of their home circumstances.
The school recognises that families exist in many forms, including single parent families, families with LGBTQ+ (Lesbian, Gay, Bisexual and Transgender) parents, families headed by grandparents, and adoptive or foster families/carers, among other structures. Teaching also reflects sensitively that some pupils may have different support networks or responsibilities, including looked after children and young carers.
Pupils are taught, in an age-appropriate way, about the Equality Act 2010 and its protected characteristics, as outlined within the RSHE framework (2025). These principles are regularly reinforced through assemblies, PSHE lessons, tutor sessions, and individual discussions with pupils, promoting equality, respect and inclusion across the school community.

Subject Delivery

Relationships and Sex Education (RSE) is delivered by trained members of staff as part of a carefully planned spiral curriculum, which builds knowledge, understanding and skills progressively year on year. Lessons are interactive, age-appropriate and clearly sequenced to support pupils' current needs and prepare them for future learning. External visitors may be invited to enhance the curriculum where appropriate. Any visitors are supervised by school staff and are required to comply fully with the school's safeguarding and visitor procedures. All RSE teaching materials are available for parents to view on request, in line with statutory requirements for transparency.

Roles and Responsibilities

The Head of PSHE, working in conjunction with the Deputy Head (Pastoral), is responsible for ensuring that Relationships and Sex Education (RSE) is planned and delivered consistently across the school. All staff involved in delivering RSE are responsible for teaching the subject in a sensitive, inclusive and age-appropriate manner. This includes modelling positive attitudes, fostering a respectful learning environment, monitoring pupil understanding and progress, and responding appropriately to the needs of individual pupils. Pupils are expected to engage positively with RSE lessons and, when discussing topics related to RSE, to listen respectfully and demonstrate sensitivity towards the views and experiences of others. Staff receive regular training and guidance to ensure a consistent, confident and high-quality approach to the delivery of RSE across all key stages.

Right of Withdrawal

In accordance with the RSE statutory framework (2025), parents and carers do not have the right to withdraw their child from statutory Relationships Education. However, they may request withdrawal from the non-statutory elements of Sex Education. Any request for withdrawal must be made in writing to the Headteacher.
Where a pupil is withdrawn, the school will ensure that appropriate alternative provision is made for the duration of the lesson. Pupils may choose to opt into sex education from three terms before their sixteenth birthday, in accordance with statutory guidance.

Pupil Voice

Pupil voice is actively encouraged to ensure that RSE lessons remain relevant, engaging and inclusive. Feedback is gathered through structured discussions, surveys and anonymous question boxes. While all contributions are valued, any discriminatory or harmful views are addressed promptly and challenged in line with the school's commitment to respect, inclusion and equality.

The school promotes an environment where pupils feel able to ask questions openly and respectfully. Staff respond honestly, using language appropriate to pupils' age and stage of development. Where questions fall outside the planned curriculum, these are managed sensitively and, where appropriate, addressed on an individual basis.
All staff are trained not to disclose personal information and to respond appropriately to any safeguarding concerns or disclosures in accordance with the school's safeguarding policy.

Working in Partnership with Parents and Carers. Lochinver House School recognises that parents and carers are the primary educators of their children in matters relating to relationships and health. We work in partnership with families by consulting parents during policy review cycles, communicating sensitive content in advance, providing access to RSHE teaching resources on request, and offering briefings to support learning at home where appropriate.

Safeguarding and Child Protection

RSE is a central component of the school's safeguarding culture. Through RSE, pupils learn how to recognise unsafe or abusive situations, understand consent and personal boundaries, and know how and where to report concerns. All staff adhere to Keeping Children Safe in Education and the school's safeguarding and child protection policies. In line with statutory requirements, staff engaged in regulated activity are aware of their legal duty to report known cases of child sexual abuse. Teaching also addresses, in an age-appropriate manner, issues such as sexual harassment and violence (including online abuse), misogyny and harmful stereotypes, domestic abuse, coercive control, exploitation, and the influence of online subcultures.

Equality of Opportunity

Our RSE provision is inclusive and accessible to all pupils, including those with special educational needs and disabilities (SEND). Teaching is adapted where necessary to ensure all pupils can participate fully and meaningfully. The school complies with the Equality Act 2010 by promoting respect for all protected characteristics. While contested concepts (such as gender identity) are not taught as fact, the curriculum consistently reinforces kindness, mutual respect and a strong anti-bullying message. Pupils are taught accurate, age-appropriate facts and the relevant law. Teaching clearly distinguishes between biological sex, gender reassignment as a protected characteristic under the Equality Act 2010, and individual beliefs or opinions, ensuring pupils develop an informed and balanced understanding rooted in respect, clarity, and legal accuracy.

Monitoring, Assessment and Review

The delivery of Relationships and Sex Education (RSE) is monitored by the Head of PSHE and the Deputy Head (Pastoral). This monitoring includes scrutiny of PSHE, PSED and RSE curriculum planning, lesson observations, work scrutiny, discussions with pupils, and review through staff meetings to ensure consistency and quality of provision across the school. Pupils' development in RSE is monitored by the staff delivering the lessons, who use this information to inform planning and respond to individual needs. Teachers use the ipsative model to assess pupils' prior knowledge and address any misconceptions or gaps. This policy is reviewed annually in consultation with parents and carers, and by members of the Education Sub Committee of the Governing Body. The Governing Body ensures that the school continues to deliver an effective and ensure it remains current and compliant.

Audit

See Appendix 1 for the Relationships and Changing Me unit taught across all Key Stages.
See Appendix 2 for full PSHE and RSE curriculum audit with reference to new statutory guidance.

Reviewed By	Deputy Head Pastoral & Head of PSHE
Approval Body/ Committee	Education
Last Review	Summer 2026
Next Review	Summer 2027
Policy Linked To	Acceptable Use Policy, Anti-Bullying Strategy, Behaviour Policy, Child Protection and Safeguarding Policy and Procedure (incorporating Staff Behaviour and Code of Conduct), Data Protection Policy, Equal Opportunities Policy, E-Safety Policy, Privacy Notice, Personal, Social, Health and Education (PSHE) Policy, SEND Policy, Subject Policy Framework, Use of Mobile Devices in Early Years Foundation Stage Policy.

Any data held in relation to the content of this policy will be managed in accordance with our Data Protection Policy and Privacy Notice.

Appendix 1 - Relationship and Sex Education (RSE) Long Term Plan

	Relationships	Changing Me
Little Lochies (Nursery) PSED (Personal, Social and Emotional Development)	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Reception PSED (Personal, Social and Emotional Development)	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Linking growing and learning Coping with change Transition
Year 2	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Assertiveness Preparing for transition
Year 3	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Family stereotypes Challenging my ideas Preparing for transition
Year 4	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Confidence in change Accepting change Preparing for transition Environmental change

	Relationships	Changing Me
Year 5	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Growing responsibility Coping with change Preparing for transition
Year 6	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
	Specific RSE session – parents to be notified Conception (including IVF) Conception to birth Having a baby	

	Relationships	Changing Me
Year 7	Positive qualities of healthy relationships My changing supportive relationships Getting on and falling out Discerning external factors in relationships Assertiveness in relationships	Assertiveness in relationships Having a baby Types of relationships and their impact Image and self-esteem My changing feelings
Year 8	Being in control of myself Being in control of my relationships Being in control of my personal space Managing control and coercion in relationships Being in control of social media	Different types of relationships What's in a relationship Looks and smiles Does watching pornography help people understand a relationship Alcohol and risk
	Specific RSE session – parents to be notified Conception (including IVF) and contraception Conception to birth Having a baby	

Appendix 2 - RSHE Audit - This document shows where, throughout our PSHE curriculum, each statutory standard from the 2025 RSHE guidance is addressed.
RELATIONSHIPS EDUCATION

Families and People Who Care for Me (F1-F6)

Standard		Key stage	Jigsaw Unit	Other
F1	That families are important for children growing up safe and happy because they can provide love, security and stability	KS1 KS2 & KS3	Relationships Changing Me Relationships	
F2	The characteristics of safe and happy family life, such as commitment, protection, care, spending time together	KS1 KS2 & KS3	Relationships Relationships Celebrating Differences	
F3	That other children's families sometimes look different but should be respected	KS1 KS2 & KS3	Relationships Relationships Celebrating Difference	
F4	That stable, caring relationships are at the heart of safe and happy families	KS1 KS2 & KS3	Relationships Relationships	
F5	That marriage and civil partnerships represent a formal and legally recognised commitment	KS1 KS2 & KS3	Celebrating Differences Relationships Relationships Celebrating Differences	
F6	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help	KS1 KS2 & KS3	Healthy Me Relationships Healthy Me Relationships Changing Me	

Caring Friendships (CF1-CF7)

Standard		Key stage	Jigsaw Unit	Other
CF1	How important friendships are in making us feel happy and secure, and how people choose and make friends	KS1 KS2 & KS3	Relationships Relationships	Friendology
CF2	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	KS1 KS2 KS3	Relationships Relationships (Year 6 – Assertive and Controlling behaviour.) Relationships	Friendology
CF3	That most people feel lonely sometimes, and there is no shame in feeling lonely	KS1 KS2 & KS3	Relationships Relationships	Friendology
CF4	The characteristics of friendships that lead to happiness and security (mutual respect, honesty, trust, kindness, etc.)	KS1 KS2 & KS3	Relationships Relationships	Friendology
CF5	That most friendships have ups and downs, and can often be worked through	KS1 KS2 & KS3	Relationships Relationships	Friendology
CF6	How to manage conflict, and that resorting to violence is never right	KS1 KS2 & KS3	Relationships Relationships	Friendology
CF7	How to recognise when a friendship is making them feel unhappy, and how to get support	KS1 KS2 & KS3	Relationships Relationships Healthy Me (Peer Pressure)	Friendology

Respectful, Kind Relationships (RKR1-RKR11)

Standard		Key stage	Jigsaw Unit	Other
RKR1	How to pay attention to the needs and preferences of others, including in families and friendships	KS1 KS2 & KS3	Relationships Relationships	Friendology
RKR2	The importance of setting and respecting healthy boundaries in relationships	KS1 KS2 KS3	Relationships Relationships Healthy Me (Year 4) Relationships	Friendology
RKR3	How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings	KS1 KS2 & KS3	Relationships Relationships	Friendology
RKR4	The difference between being assertive and being controlling; being kind vs neglecting own needs	KS1 KS2 & KS3	Relationships Relationships	Friendology
RKR5	That they can expect to be treated with respect by others, and the importance of respecting others including those who are different	KS1 KS2 & KS3	Relationships Relationships	Friendology
RKR6	Practical steps they can take and skills they can develop to improve or support their relationships	KS1 KS2 & KS3	Relationships Relationships	Friendology
RKR7	The conventions of courtesy and manners	KS1 KS2 & KS3	Relationships Relationships	Friendology
RK8	The importance of self-respect and how this links to their own happiness; fostering self-esteem and building identity	KS1 KS2 & KS3	Dreams & Goals Dreams & Goals Being Me in My World	Friendology
RK9	The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders, and how to get help	KS1 KS2 & KS3	Celebrating Difference Celebrating Difference Relationships	Friendology FlippGen

RK10	What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype	KS1 KS2 & KS3	Relationships Relationships	Friendology
RK11	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust	KS1 KS2 & KS3	Celebrating Difference Healthy Me Relationships Celebrating Difference Healthy Me Relationships	Friendology

Online Safety and Awareness (OSA1-OSA6)

Standard		Key stage	Jigsaw Unit	Other
OSA1	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships	KS2 KS3	Relationships Relationships	Friendology FlippGen
OSA2	How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met	KS1 KS2 & Ks3	Relationships Relationships	FlippGen
OSA3	That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact	KS2 & KS3	Relationships	FlippGen
OSA4	The importance of exercising caution about sharing any information about themselves online; understanding the importance of privacy and location settings	KS1 KS2 & KS3	Relationships Relationships	FlippGen
OSA5	Online risks, including that any material provided online might be circulated, and once circulated there is no way of deleting it everywhere	KS2 &KS3	Relationships	FlippGen
OSA6	That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support	KS2 & KS3	Relationships	FlippGen

Being Safe (BS1-BS7)

Standard		Key stage	Jigsaw Unit	Other
BS1	What sorts of boundaries are appropriate in friendships with peers and others (including online)	KS1 KS2 & KS3	Relationships Relationships	Friendology FlippGen
BS2	The concept of privacy and its implications; including that it is not always right to keep secrets if they relate to being safe	KS1 KS2 & KS3	Relationships Relationships	Friendology Friendology
BS3	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact	KS1 KS2 & KS3	Changing Me Changing Me	
BS4	How to respond safely and appropriately to adults they may encounter (in all contexts, including online)	KS1 KS2 & KS3	Relationships Relationships	Friendology FlippGen
BS5	How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust	KS1 KS2& KS3	 Relationships (grooming – Year 6)	Friendology
BS6	How to report abuse, concerns about something seen online or experienced in real life	KS1 KS2 & KS3	Healthy Me Relationships Healthy Me Relationships	FlippGen
BS7	How to ask for advice or help for themselves or others, and to keep trying until they are heard	KS1 KS2 & KS3	Healthy Me Relationships Healthy Me Relationships	

HEALTH EDUCATION

General Wellbeing (GW1-GW10)

Standard		Key stage	Jigsaw Unit	Other
GW1	The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness; simple self-care techniques including rest, time with friends and family, hobbies, interests and community participation	KS1 KS2 & KS3	Dreams and Goals Healthy Me Relationships Dreams and Goals Healthy Me	
GW2	The importance of promoting general wellbeing and physical health	KS1 KS2 & KS3	Dreams and Goals Healthy Me Dreams and Goals Healthy Me Relationships	
GW3	The range and scale of emotions that they might experience in different situations; pupils should understand that worrying and feeling down are normal	KS1 KS2 & KS3	Being Me in My World Dreams and Goals Healthy Me Relationships Celebrating Difference Changing Me Being Me in My World Dreams and Goals Healthy Me Relationships Celebrating Difference Changing Me	Range and scale of emotions is a core part of Jigsaw PSHE. Emotional literacy is woven throughout, and new emotional literacy materials to enhance every year group for Friendology Pulse Colour Monsters
GW4	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings	KS1	Being Me in My World Dreams and Goals Healthy Me	Feelings and opportunities to explore and discuss these are

			Relationships Celebrating Difference Changing Me	interwoven into the majority of the lessons. Friendology
		KS2 & KS3	Being Me in My World Dreams and Goals Healthy Me Relationships Celebrating Difference Changing Me	Pulse Colour Monsters Beyond – Workshop Visit (Mental Health Years 5-8)
GW5	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	KS1	Dreams and Goals Healthy Me Relationships Celebrating Difference Changing Me	
		KS2 & KS3	Being Me in My World Dreams and Goals Healthy Me Relationships Celebrating Difference Changing Me	
GW6	That isolation and loneliness can affect children, and the benefits of seeking support	KS1	Being Me in My World Healthy Me Relationships Celebrating Difference Changing Me	
		KS2 & KS3	Being Me in My World Healthy Me Relationships Celebrating Difference Changing Me	
GW7	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	KS1	Celebrating Difference	FlippGen
		KS2 & KS3	Celebrating Difference	

			Healthy Me Relationships Changing Me	
GW8	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	KS2 & KS3	Relationships (grief and loss)	Changing Me content in all year groups allows pupils to explore changes in our lives, including those which are in our control, and those that are not. Pupils can discuss feelings around these, and develop strategies for recognising and managing change.
GW9	Where and how to seek support (including recognising triggers), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing	KS1 KS2 & KS3	Being Me in My World Celebrating Difference Relationships Changing Me Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me	
GW10	That it is common to experience mental health problems, and early support can help	KS1 KS2 & KS3	Being Me Healthy Me Relationships Changing Me	

Standard		Key stage	Jigsaw Unit	Other
W01	That for almost everyone the internet is an integral part of life; pupils should be supported to think about positive and negative aspects of the internet	KS2 & KS3	Celebrating Difference Dreams and Goals Healthy Me Changing Me Relationships	FlippGen
WO2	How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension	KS2 & KS3	Celebrating Difference Relationships Healthy Me Changing Me	FlippGen
WO3	The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact on wellbeing	KS2 & KS3	Healthy Me Relationships Changing Me	FlippGen
WO4	How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online	KS2 & KS3	Celebrating Difference Healthy Me Relationships Changing Me	FlippGen
WO5	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted	KS2 & KS3	Relationships Dreams and Goals Changing Me	FlippGen
WO6	The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms	KS2 & KS3	Relationships Dreams and Goals	FlippGen
WO7	How to take a critical approach to what they see and read online	KS2 & KS3	Celebrating Difference Healthy Me Relationships Dreams and Goals	FlippGen
WO8	That abuse, bullying and harassment can take place online and that this can impact wellbeing	KS2 & KS3	Celebrating Difference Relationships Healthy Me Changing Me	FlippGen

WO9	How to understand the information they find online, including from search engines, and know how information is selected and targeted	KS2 & KS3	Relationships Changing Me	FlippGen
WO10	That they have rights in relation to sharing personal data, privacy and consent	KS1 KS2 & KS3	Relationships Celebrating Difference Relationships Dreams and Goals Changing Me	FlippGen
WO11	Where and how to report concerns and get support with issues online	KS1 KS2 & KS3	Relationships Celebrating Difference Relationships Changing Me	FlippGen

Physical Health and Fitness (PHF1-PHF4)

Standard		Key stage	Jigsaw Unit	Other
PHF1	The characteristics and mental and physical benefits of an active lifestyle	KS1 KS2 & KS3	Healthy Me Healthy Me	Children's Mental Health Week. Visit from practitioner to support mental wellbeing (Whole School)
PHF2	The importance of building regular physical activity into daily and weekly routines	KS1 KS2 & KS3	Healthy Me Dreams and Goals Healthy Me	
PHF3	The risks associated with an inactive lifestyle, including obesity	KS2	Healthy Me	
PHF4	How and when to seek support including which adults to speak to in school if they are worried about their health	KS1 KS2 & KS3	Healthy Me Relationships Healthy Me Relationships	

Healthy Eating (HE1-HE4)

Standard		Key stage	Jigsaw Unit	Other
HE1	What constitutes a healthy diet (including understanding calories and other nutritional content)	KS1 KS2 & KS3	Healthy Me Healthy Me	
HE2	Understanding the importance of a healthy relationship with food	KS1 KS2 & KS3	Healthy Me Healthy Me	
HE3	The principles of planning and preparing a range of healthy meals	KS1 KS2 & KS3	Healthy Me Healthy Me	
HE4	The characteristics of a poor diet and risks associated with unhealthy eating	KS1 KS2 7 KS3	Healthy Me Healthy Me	

Drugs, Alcohol, Tobacco and Vaping (DATV1)

Standard		Key stage	Jigsaw Unit	Other
DATV 1	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking	KS1 KS2 & KS3	Healthy Me (Medicines) Healthy Me	KS3 - Visit from Get Smashed Live – A drama performance and workshop.

Health and Prevention (HP1-HP6)

Standard		Key stage	Jigsaw	Other
HP1	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	KS1 KS2 & KS3	Healthy Me Healthy Me Relationships	

HP2	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	KS1 KS2 & KS3	Healthy Me Healthy Me	
HP3	The importance of sufficient good quality sleep for health	KS1 KS2 & KS3	Healthy Me Healthy Me	
HP4	About dental health and the benefits of good oral hygiene	KS1 KS2 & KS3	Healthy Me Changing Me	
HP5	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	KS1 KS2 & KS3	Healthy Me Changing Me Healthy Me Changing Me	
HP6	The facts and scientific evidence relating to vaccination and immunisation	KS2 & KS3	Healthy Me (Year 6 & KS3)	

Personal Safety (PS1-PS2)

Standard		Key stage	Jigsaw Unit	Other
PS1	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks	KS1 KS2 & KS3	Healthy Me Dreams and Goals Healthy Me	
PS2	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code	KS1 KS2 & KS3	Healthy Me Healthy Me	 Visit to Hazard Alley for Upper KS2

Basic First Aid (BFA1-BFA2)

Standard		Key stage	Jigsaw Unit	Other
BFA1	How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them	KS2 & KS3	Healthy Me	
BFA2	About growth and other ways the body can change and develop, particularly during adolescence; human lifecycle; puberty as stage in this process	KS1 KS2 & KS3	Healthy Me Healthy Me	

Developing Bodies (DB1-DB3)

Standard		Key stage	Jigsaw Unit	Other
DB1	About growth and other ways the body can change and develop, particularly during adolescence; human lifecycle; puberty as stage in this process	KS1 KS2 & KS3	Changing Me Changing Me	
DB2	Correct names of body parts (penis, vulva, vagina, testicles, scrotum, nipples); understanding these are private; skills to express boundaries	KS1 KS2 & KS3	Changing Me Changing Me	
DB3	Facts about the menstrual cycle including physical and emotional changes; periods can start at eight	KS2 & KS3	Changing Me	

Sex Education

		Jigsaw Unit	Other
Sexual intercourse – what happens in order for conception to take place	KS2 – Year 6 KS3 – Year 7 & 8	Changing Me Changing Me	PSHE Association resources Operation Ouch (BBC)
Childbirth	KS2 – Year 6 KS3 Year 7 & 8	Changing Me Changing Me	