



Ernehale

Flying High Academies

RSHE Policy

“Striving for Excellence. Making Every Day Count.”

We aim to provide a secure and caring environment where every individual can thrive, aiming high and becoming lifelong learners.

Approved by: Ernehale Governing body

Date: To be ratified by the governors at the next meeting (March)

Last reviewed on: September 2025

Next review due by: September 2026

1. Introduction

Relationships Education is compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) is compulsory for **all** pupils receiving secondary education. Health Education is also compulsory in all schools except independent schools. PSHE continues to be compulsory in independent settings. At Ernehale Flying High Academies (FHA) we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE and citizenship education. Our programme seeks to promote the spiritual, moral, cultural, mental, and physical development of our pupils as well as preparing them for the opportunities, responsibilities, and experiences of adult life in a digital age.

We aim to help all our children build healthy friendships and positive relationships in an age-appropriate way, raising awareness of attitudes and values, developing personal and social skills, and promoting knowledge and understanding. Our RSHE curriculum covers more than the biological facts and information – it endeavours to help children develop self-esteem, self-responsibility as well as acquiring the understanding and attitudes which prepare children to develop caring, stable, healthy relationships. To develop an appreciation of the value of self-respect, dignity, marriage, civil partnerships, and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty, and acceptance of responsibility. We will look at all aspects of diversity in an inclusive and non-judgmental way.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive, equally it is essential that our children still have access to the learning they need to stay safe, healthy and understand their rights as individuals. We acknowledge that all young people deserve the right to honest, open, and factually correct information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.

2. Aims

At Ernehale we all know, the experiences a child has during the formative years of their life have such an impact on the kind of person they will develop into and become in the future. Such a lot of this important time is spent at school so it is essential that we work in partnership with parents so that we can make a positive difference and create a strong foundation that can be built upon as children continue to grow, develop and flourish.

Ernehale FHA is centred around the ABC Values:

- **Aim High**
- **Be Our Best**
- **Choose Kindness**

These Ernehale values underpin the curriculum that we deliver ensuring that all our pupils become aspirant, independent and confident life-long learners, who have empathy towards one another and are prepared to take risks in their learning. We believe children learn best when they feel happy, secure, confident and valued, irrespective of their ability or disability, social background, culture or gender. We believe children learn best when their surroundings are stimulating and interesting with access to a full range of varied and appropriate resources and given the opportunity to reflect and talk about their learning.

Our PSHE (Personal, Social, Health, Economic) / RSHE (Relationship, Sex and Health Education)/ SMSC (Spiritual, Moral, Social and Cultural) curriculum, underpinned by our ABC Values empowers our children to promote the spiritual, moral, social and cultural aspects of learning in order to be a positive part of their community, balanced individuals who are prepared for life in the future.



This is achieved by supporting them to understand the importance of relationships, their own physical and mental health and wellbeing and sex education. They also need to develop an understanding of the world in which they

live as well as ensuring they are emotionally literate global citizens who contribute positively to living in the wider world.

Our curriculum uses a granular approach to ensure that children build on previous learning but is also flexible to respond to specific local or global needs and identified issues of our children and community. Our children should feel safe, happy and secure and be in a positive learning environment where they become learners for life and are motivated and have a genuine curiosity and thirst for knowledge. They need their ABC Values to help them be kind, respectful and to achieve their potential as individuals not only at Ernehale, but also in their lives in the local community and in the wider world.

The aim of RSHE is to help our children build healthy friendships and positive relationships in an age-appropriate way. The overall objectives of the RSHE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSHE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable, healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSHE will look at aspects of diversity in an inclusive and non-judgemental way. At Ernehale we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE.

From September 2020, Relationships Education and Health Education became compulsory for all pupils receiving a primary education. Sex Education is not compulsory in primary schools, however the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

3. Statutory requirements

This policy outlines the commitment of the Ernehale Hub to provide effective RSHE for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.

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 and Health Education compulsory for children receiving primary education. The RSHE teaching in this school contributes to our statutory duty to safeguard our children and prepare them for the responsibilities and experiences of adult life.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

4. Key Objectives

The key objectives of our RSHE program are to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Develop pupils' skills around assessing risk and keeping safe
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds

- Enable pupils to recognise and manage their emotions
- Provide pupils with the knowledge and skills to access appropriate support

The RSHE program is based on the needs of all pupils at the Ernehale Hub with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through specific sessions, and assemblies. Pupils will be helped to appreciate difference and to respect themselves and others.

5. Policy Development process

This policy has been developed to reflect the most recent Statutory RSHE guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-and-health-education),

This policy was formulated in consultation with the whole school community with input from;

- Children -through pupil voice discussions and sharing the curriculum.
- Staff in school – through surveys and consultation documents
- Parents and carers – through surveys and consultation meetings
- Governors – discussion at governors’ meetings

This will ensure that the RSHE curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance.

The Policy is available:

- Online on the school website (www.ernehalefha.co.uk)
- From the school office

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

6. Roles and responsibilities

6.1 The governing body

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

6.2 Headteacher

At Ernehale FHA the RSHE programme will be led by the headteacher, Carmel Atkinson. The programme leader will liaise with the governing body, parents/carers, Local Authority, and outside agencies and take responsibility for:

- Policy development and review
- Monitoring and assessing effectiveness in practice to inform policy review and development of the programme
- Assess and co-ordinate training and support for staff, parents/carers, where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression with the spiral curriculum
- Ensure that RSHE is fully represented at appropriate curriculum and pastoral meetings
- Ensure parents/carers are aware of what is being taught, by whom and when
- Staff and/or Governor Training – RSHE can be a sensitive issue. We will support all our staff by making provision for teaching staff to clarify legislation, curriculum requirements, and to consider appropriate

teaching approaches and materials. We will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE. We will ensure that all visitors have been quality assured in advance and only use reputable providers.

6.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

All staff in school are responsible for teaching PSHE/ RSHE in their own context.

6.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing related issues, treat others with respect and sensitivity and reinforce our Ernehale ABC Values.

7. Confidentiality, Safeguarding and Child Protection

It is inevitable that effective RSHE which allows for open discussion to take place may lead pupils to share their worries and concerns with staff (verbally and/or non-verbally). We will ensure that all our staff are completely familiar with our Safeguarding and Child Protection procedures. Pupil's disclosures and/or suspicions of abuse must be followed up with the pupil concerned, the same day and referred to the Designated Safeguarding Lead (DSL) or their Deputy without delay. The DSL or their Deputy will deal with these disclosures or concerns in line with the school's policies and procedures.

Safeguarding is everyone's responsibility however all staff, governors, visitors, parents/carers, and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Lead/leads (DSL) and their Deputy/deputies in our school are Carmel Atkinson (Senior DSL), Rosie Clapham (Deputy DSL) and Emma Williams (Deputy DSL)

The nominated Governor with responsibility for RSHE is Gareth Armstrong-Jones.

8. Parental Rights to Withdraw

At Ernehale FHA we are committed to ensuring that the education provided to our pupils in relationships education / RSE is appropriate to their age and compliant with the requirements of the Equality Act 2010. We recognise, in accordance with the statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of the Science curriculum), but not from relationships education at primary. Parents wishing to exercise this right must do so in writing to the Headteacher Carmel Atkinson. They will be invited to discuss their concerns but if they still wish to withdraw their child(ren) we will make reasonable adjustments and provide suitable work for their child(ren) at this time.

9. Content and delivery

9.1 What we teach

As stated above, we're required to cover the content for relationships and health education, as set out in the statutory guidance (linked to above).

By the end of primary school, our pupils should know about:

- Families and people who care for them
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Our pupils will be taught about the characteristics of good physical health and mental wellbeing and of the benefits and importance of daily exercise, good nutrition, and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health.

Within our curriculum and by the end of primary school, pupils should know about:

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

By the end of primary school, our pupils will be supported with developing the following skills:

- Communication – speaking and listening, including how to manage changing friendships, relationships, and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

For an overview of our curriculum, including health education, see Appendix 1 for more details.

9.2 How we teach it

- It often enhances our curriculum enquiries
- PSHE lessons are delivered on a weekly basis and linked to the PSHE Jigsaw scheme of work
- The lessons are also linked to Our PSHE Themed weeks
- PSHE is often linked with texts used in the classroom and particularly English. These will often focus on the themes of anti-bullying or the environment
- Outside agencies such as the Local Authority's Tackling Emerging Threats to Children and the NSPCC etc. may be invited into school to reinforce messages that support the children's learning and that are appropriate for their needs
- Lessons will be delivered to support the needs of all the children and will be adapted so that they are enabled to access the learning at their level
- Staff will be supported to manage questions and topics by following the expert guidance and advice from PSHE Jigsaw, working with their year group partner, talking through concerns with SLT and taking advice from the LA and Trust if necessary. Training will be offered by the PSHE lead to ensure that the lessons are taught according to the lesson objectives with limited influence of their own personal attitudes and beliefs.

Staff will use lesson plans from the PSHE Jigsaw programme alongside the school's Knowledge Progression document which are aligned with the National Curriculum (Citizenship, PSHE Education), covering all Key Stages. Jigsaw helps schools meet their statutory requirements for Relationships and Health Education, children's Spiritual, Moral, Social and Cultural development, and Ofsted inspection criteria for personal development, behaviour and welfare.

In addition, lessons will be provided to staff that have been produced by the PSHE Association and that comply with the Statutory Requirements for PSHE and RSHE from Sep2020.

All RSHE lessons will be completed in PSHE Floor Books and this will be marked in accordance with the school's marking and feedback policy.

Teachers use a range of assessment strategies to track pupils' progress towards our learning outcomes. This may include marked work, self-assessment and peer assessment. The RSHE lead and Governors will monitor the achievement of pupils in PSHE/RSHE.

9.3 Managing difficult questions

It is inevitable that controversial issues may occur as part of RSHE. As the issues arise, they will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take into account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small-group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and children made aware of the law as it relates to these issues. Children must be made aware that information cannot be held confidentially. Children will be offered sensitive and appropriate support.

Staff are aware that unanswered questions may lead children to access information on the internet, which in turn, could lead to inappropriate sources of information. Staff will endeavour to answer all questions, in consideration with developmental maturity.

If a staff member feels that a question is not appropriate to answer, they will seek the guidance of SLT and/or the lead teacher/s, preferably before the children leave for the end of the day.

Children's parents/carers will be informed of the topic area if the school feel unable to answer a question.

10. Equality, Diversity and Inclusion

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes the acceptance of difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of PSHE/ RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of PSHE/ RSHE. We will ensure we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches acceptance. Parents and carers are key partners in PSHE/ RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support

this process, we will ensure that parents are made aware of what will be taught and when through our website and year group communication.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met.

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show diverse families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

11. Sex Education.

In addition to Relationships and Health Education we also cover sex education. The content of sex education includes learning about the names of body parts, individual privacy, reproduction, pregnancy and birth as well as consent. Parents are able to withdraw their child from this learning if they choose to.

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from some or all of the sex education elements of our curriculum (other than that which comes within the Science curriculum).

There is no right to withdraw from Relationships Education or Health Education. Parents can exercise their right to withdraw their child from sex education by sending a letter or email to the Headteacher. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

12. Confidentiality and Child Protection

As RSHE will allow for open discussion, it may lead to disclosures from pupils. All staff are familiar and adhere to Ernevale's child protection procedures. Children's disclosures will be followed up with the child concerned and referred to the designated safeguarding lead. Staff will deal with these disclosures in line with the child protection policy.

13. Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

14. Links with other policies

You may find it helpful to read this RSHE Policy alongside the other following school policies:

| Policy | How it may link |
|--------|-----------------|
|--------|-----------------|

| | |
|--|---|
| Child Protection Policy | Includes information about child protection procedures and contextualised safeguarding |
| Child-on-Child Abuse Policy | Includes details about how to recognise, report and respond to all forms of child-on-child abuse |
| Behaviour Policy | Includes details about the school’s behaviour system including potential sanctions for pupils |
| Anti-Bullying Policy | Includes information about bullying behaviours and vulnerable groups |
| Online Safety Policy / Acceptable Use Policies | Includes information about children’s online behaviour and details about online bullying / cyberbullying |
| Equality Policy | Includes information about our school’s approach to tackling prejudice and celebrating differences. Links to prejudice—related language and crime and the protected characteristics |
| Complaints Policy | Includes information about how to make a complaint if you are not satisfied with the school’s response |

Further information and support can be found through the following links:

- Statutory RSHE guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/relationships-and-sex-education-rse-and-health-education)
- Keeping Children Safe in Education - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/keeping-children-safe-in-education)

15. Monitoring, Evaluation and Review

To ensure our RSHE programme is effective, is meeting the needs of our pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study:

- Evaluation self-review from pupils after specific topics or at the end of a key stage
- Comments from pupils and representatives from the pupil voice
- Whole class discussions

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date approved by the Governing Body:

Date to be reviewed: September 2025

| Relationships Education By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|--|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Caring friendships | (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends | | | | | | | 5 | | | 3,4 | | 4 |
| | (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties | | | | | | | | | | | 4 | 4 |
| | (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded | | 3,4 | | | | | | | | | 4 | 4 |
| | (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right | | 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 | |



| Relationships Education By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|--|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Respectful relationships | (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), 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 |
| | (R14) the conventions of courtesy and manners | 3-6 | | | | 2-6 | | 4 | | | | | |
| | (R15) the importance of self-respect and how this links to their own happiness | 3 | 6 | 3 | 4,5 | 1 | 1 | | 1 | 1 | 1,6 | 2 | 1,5 |
| | (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority | 2 | 1 | 4 | 4 | 2,3 | | | 5,6 | 6 | 5,6 | | 5 |
| | (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) 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 |

| Relationships Education By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|--|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Respectful relationships | (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), 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 |
| | (R14) the conventions of courtesy and manners | 3-6 | | | | 2-6 | | 4 | | | | | |
| | (R15) the importance of self-respect and how this links to their own happiness | 3 | 6 | 3 | 4,5 | 1 | 1 | | 1 | 1 | 1,6 | 2 | 1,5 |
| | (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority | 2 | 1 | 4 | 4 | 2,3 | | | 5,6 | 6 | 5,6 | | 5 |
| | (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) 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 |

| Relationships Education By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | |
|--|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Online relationships | (R20) that people sometimes behave differently online, including by pretending to be someone they are not | | | | | 2-6 | | | | | 5 | |
| | (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous | | | | | 2-6 | | 3 | | | 5,6 | |
| | (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them | | | | | 2-6 | | | | | 5,6 | |
| | (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met | | | | | 2-6 | | | | | 5,6 | |
| | (R24) how information and data is shared and used online | | | | | 2-6 | | | | | 5,6 | |

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| Relationships Education By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|--|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Being safe | (R25) what sorts 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; including that it is not always right to keep secrets if they relate to being safe | | | | | 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 (in all contexts, 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 | |
| | (R32) where to get advice e.g. family, school and/or other sources | | 3,4 | | 3 | 2 | | | 3 | | 1-6 | 1-6 | 2,3 |