Relationships Education

Topic (DfE statutory wording)	CES model curriculum **Notes in red indicate coverage but a more explicit link to the DfE guidance is needed.**	
By the end of primary	**KS1**	**KS2**
Families and people who care for me		
that families are important for children growing up because they can give love, security and stability	1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special 1.2.3.4. Families should be a place of love, security and stability.	2.2.3.5. The characteristics of a healthy family life
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	1.2.3.5. The importance of spending time with your family	2.2.3.5. The characteristics of a healthy family life
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	1.2.3.3. There are different family structures and these should be respected	2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family

that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. Families should be a place of love, security and stability. 1.2.3.5. The importance of spending time with your family	2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		2.2.3.3. Marriage represents a formal and legally recognised commitment
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	1.2.3.4. Families should be a place of love, security and stability. 1.2.3.5. The importance of spending time with your family 1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.7. To recognise when people are being unkind to them and others and how to respond	2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences
## Caring friendships		
how important friendships are in making us feel happy and secure, and how people choose and make friends	1.2.1.1. Friendly, able to make and keep friends	2.2.1.1. Loyal, able to develop and sustain friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people's personal space and

		respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honest, committed to living truthfully and with integrity
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, "please" and "thank you" 1.2.1.6. Honest, able to tell the difference between truth and lies	2.2.1.1. Loyal, able to develop and sustain friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honest, committed to living truthfully and with integrity
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs	2.2.1.1. Loyal, able to develop and sustain friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different

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	1.2.3.7. To recognise when people are being unkind to them and others and how to respond	2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong
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	1.2.3.7. To recognise when people are being unkind to them and others and how to respond 1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable. 1.2.4.6. Who to go to if they are worried or need help	2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences 2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond 2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurised

Respectful relationships

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.	1.2.1.3. Respectful of others, their uniqueness, their wants and their needs	2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different

practical steps they can take in a range of different contexts to improve or support respectful relationships	1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them	2.2.1.1. Loyal, able to develop and sustain friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships
the conventions of courtesy and manners	1.2.1.5. Courteous, learning to say, "please" and "thank you"	2.2.1.5. Courteous in their dealings with friends and strangers
the importance of self-respect and how this links to their own happiness	1.1.1.1. Respectful of their own bodies and character 1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children	2.1.1.1. Respectful of their own bodies, character and giftedness 2.1.2.1. We are special people made in the image and likeness of God 2.1.2.2. We are children of God with an innate dignity 2.1.3.2. Strategies to develop self-confidence and self-esteem 2.1.3.3. Each person has a purpose in the world
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	1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community 1.3.3.2. That their behaviour has an impact on the communities to which they belong 1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them;	2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese 2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation

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	1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable	2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond 2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurised
what a stereotype is, and how stereotypes can be unfair, negative or destructive		2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family
the importance of permission-seeking and giving in relationships with friends, peers and adults	1.2.4.5. Importance of seeking and giving permission in relationships.	2.2.4.5. Importance of seeking and giving permission in relationships

Online relationships

that people sometimes behave differently online, including by pretending to be someone they are not	1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online	
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	1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable	2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe 2.2.4.2. How to use technology safely 2.2.4.3. That not all images, language and behaviour are appropriate

		2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online	2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe 2.2.4.2. How to use technology safely 2.2.4.3. That not all images, language and behaviour are appropriate 2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond 2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.7. How to report and get help if they encounter inappropriate materials or messages 2.2.4.8. To keep asking for help until they are heard
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online	2.2.4.2. How to use technology safely 2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.7. How to report and get help if they encounter inappropriate materials or messages

how information and data is shared and used online		2.2.4.2. How to use technology safely

Being Safe

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable	2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe
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	1.2.4.3. The difference between good and bad secrets 1.2.4.4. Identifying and correctly name their "private parts" (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation	2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	1.2.4.4. Identifying and correctly name their "private parts" (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation	2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	1.2.4.6. Who to go to if they are worried or need help 1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations	2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.7. How to report and get help if they encounter inappropriate materials or messages 2.2.4.8. To keep asking for help until they are heard

how to recognise and report feelings of being unsafe or feeling bad about any adult	1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online	2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe 2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond
how to ask for advice or help for themselves or others, and to keep trying until they are heard,	1.2.4.6. Who to go to if they are worried or need help	2.2.4.8. To keep asking for help until they are heard
how to report concerns or abuse, and the vocabulary and confidence needed to do so	1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations	2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.7. How to report and get help if they encounter inappropriate materials or messages
where to get advice, for example family, school or other sources	1.2.4.6. Who to go to if they are worried or need help 1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations	2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.7. How to report and get help if they encounter inappropriate materials or messages

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Sex education Primary

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Schools will want to draw on the good practice for conversations with [parents around the right to withdraw](#)
Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

Health Education		
Topic (DfE statutory wording)	**CES model curriculum**	
By the end of primary	KS1	KS2
Mental wellbeing		
that mental wellbeing is a normal part of daily life, in the same way as physical health.		
that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings	2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings

• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings 1.1.4.3. A basic understanding that feelings and actions are two different things	2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences	2.1.4.5. That some behaviour is unacceptable, unhealthy or risky 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.		
simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	1.1.3.5. How to maintain personal hygiene 1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating	2.1.3.8. How to make informed choices that have an impact on their health
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support		
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	1.2.3.7. To recognise when people are being unkind to them and others and how to respond 1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable *NB – Not explicit on how this affects mental health*	2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond 2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope

		with "dares" and other ways in which people can be pressurized *NB – Not explicit on how this affects mental health*
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	1.2.4.6. Who to go to if they are worried or need help 1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations *(NB – Linked to people who keep you safe and not explicitly on mental health and triggers)*	2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.7. How to report and get help if they encounter inappropriate materials or messages 2.2.4.8. To keep asking for help until they are heard *(NB – Linked to people who keep you safe and not explicitly on mental health and triggers)*
it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.		
Internet safety and harms		
that for most people the internet is an integral part of life and has many benefits.		
about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves

how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online	2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe 2.2.4.2. How to use technology safely 2.2.4.3. That not all images, language and behaviour are appropriate 2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond
why social media, some computer games and online gaming, for example, are age restricted.		
that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.		
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.		
• where and how to report concerns and get support with issues online	1.2.4.6. Who to go to if they are worried or need help 1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations	2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.7. How to report and get help if they encounter inappropriate materials or messages 2.2.4.8. To keep asking for help until they are heard
Physical health and fitness		

the characteristics and mental and physical benefits of an active lifestyle.	1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating *NB – Not explicit on characteristics of mental health*	2.1.3.8. How to make informed choices that have an impact on their health *NB – Not explicit on characteristics of mental health*
• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating	2.1.3.8. How to make informed choices that have an impact on their health
• the risks associated with an inactive lifestyle (including obesity).		2.1.3.8. How to make informed choices that have an impact on their health
how and when to seek support including which adults to speak to in school if they are worried about their health.		
Healthy Eating		
what constitutes a healthy diet (including understanding calories and other nutritional content).	1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating	2.1.3.8. How to make informed choices that have an impact on their health
the principles of planning and preparing a range of healthy meals.	1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating	2.1.3.8. How to make informed choices that have an impact on their health
the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating	2.1.3.8. How to make informed choices that have an impact on their health
Drugs, alcohol and tobacco		

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.		2.1.3.8. How to make informed choices that have an impact on their health

Health and prevention

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating	
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	1.1.3.6. What constitutes **a healthy life-style**, including physical activity, dental health and healthy eating	2.1.3.8. How to make informed choices that have an impact on their health
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	1.1.3.6. What constitutes a **healthy life-style**, including physical activity, dental health and healthy eating	2.1.3.8. How to make informed choices that have an impact on their health
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	1.1.3.6. What constitutes a healthy life-style, including physical activity, **dental health** and healthy eating	2.1.3.8. How to make informed choices that have an impact on their health
about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	1.1.3.5. How to maintain personal hygiene	2.1.3.8. How to make informed choices that have an impact on their health
• the facts and science relating to allergies, immunisation and vaccination.		

Basic First Aid

• how to make a clear and efficient call to emergency services if necessary.		
concepts of basic first-aid, for example dealing with common injuries, including head injuries.		

Changing adolescent body

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.		2.1.3.5. Their body will change and develop as they grow 2.1.3.6. About the growth and development of humans and the changes experienced during puberty 2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)
about menstrual wellbeing including the key facts about the menstrual cycle.		2.1.3.6. About the growth and development of humans and the changes experienced during puberty NB – Not explicitly referred to