

St Ann's R.C. Primary School

Relationships (Sex) and Health Education (R.S.H.E.) Overview



For Consultation September 2026

Government Guidance

Relationships Education

Families and People Who Care For Me:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, Kind Relationships:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online Safety and Awareness

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Sex Education

1. Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science 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. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.
2. Primary schools should consult parents about the content of anything that will be taught within sex education. 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 as well as advice about parents' right to request withdrawal from sex education.

Health and Wellbeing

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. As in all of RSHE, care should be taken to avoid exposing pupils to concepts which are not appropriate for them.

General Wellbeing

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. 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.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing Online:

1. 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.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.

5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical Health and Fitness:
1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating:
1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, Alcohol, Tobacco and Vaping:
1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health Protection and Prevention:
1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Basic First Aid:
1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing Bodies:
1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress

Proposed Curriculum for Consultation

EYFS - Reception

Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2	
Module 1 Created and Loved by God				Module 2 Created and Loved by Others				Module 3 Created to Live in Community	
Religious Understanding Unit 1	Me, My Body, My Health Unit 2	Emotional Wellbeing Unit 3	Life Cycles Unit 4	Religious Understanding Unit 1	Personal Relationships Unit 2	Life Online Unit 3	Keeping Safe Unit 4	Religious Understanding Unit 1	Living in the wider world Unit 2
Story Session Handmade with Love	Session 1 I am me	Session 1 I like, You like, We all like	Session 1 Growing Up	Session 1 Role Model	Session 1 Who's Who?	Session 1 What is the Internet?	Session 1 Safe Inside and Out	Session 1 God is Love	Session 1 Me, You, Us
	Session 2 Heads, Shoulders, Knees and Toes	Session 2 All the Feelings	Session 2 New People, New Places		Session 2 You've got a friend in Me	Session 2 Playing Online	Session 2 My Body, My Rules	Session 2 Loving God, Loving Others	Session 2 When I Grow Up
	Ready Teddy?	Session 3 Let's get Real			Session 3 Forever Friends		Session 3 Feeling Poorly		Session 3 Money Doesn't Grow on Trees
							Session 4 People Who Help Us		

Proposed Curriculum for Consultation

KS1 – Year 1

Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2	
Module 1 Created and Loved by God				Module 2 Created and Loved by Others				Module 3 Created to Live in Community	
Religious Understanding Unit 1	Me, My Body, My Health Unit 2	Emotional Wellbeing Unit 3	Life Cycles Unit 4	Religious Understanding Unit 1	Personal Relationships Unit 2	Life Online Unit 3	Keeping Safe Unit 4	Religious Understanding Unit 1	Living in the wider world Unit 2
Story Sessions Let the Children Come	Session 1 I am Unique	Session 1 Feelings Likes and Dislikes	Session 1 The Cycle of Life	Session 1 God Loves You Discussion	Session 1 Special People	Session 1 Real Life Online	Session 1 Good and Bad Secrets Role play saying no	Session 1 Three in One	Session 1 The Communities we Live in
	Session 2 Girls and Boys Non-Genitalia Version	Session 2 Feeling Inside Out			Session 2 Treat Others Well Discussion		Session 2 Physical Contact		
	Session 3 Clean and Healthy (My Body)	Session 3 Super Susie Gets Angry - Discussion			Session 3 ...and say Sorry Discussion		Session 4 Can You Help Me? Part 1		

KS1 – Year 2

Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2	
Module 1 Created and Loved by God				Module 2 Created and Loved by Others				Module 3 Created to Live in Community	
Religious Understanding Unit 1	Me, My Body, My Health Unit 2	Emotional Wellbeing Unit 3	Life Cycles Unit 4	Religious Understanding Unit 1	Personal Relationships Unit 2	Life Online Unit 3	Keeping Safe Unit 4	Religious Understanding Unit 1	Living in the wider world Unit 2
Story Sessions Let the Children Come Recap Discussion	Session 2 Girls and Boys Key Decision 1	Session 2 Feeling Inside Out	Session 2 Beginnings and Endings	Session 1 God Loves You	Session 1 Special People Extend: How to be a special person	Session 1 Real Life Online	Session 2 Physical Contact	Session 1 Three in One	Session 2 Who Will I Be?
		Session 3 Super Susie Gets Angry	Session 3 Change is All Around		Session 2 Treat Others Well	Session 2 Rules to Help Us	Session 3 Harmful Substances	Session 2 Who is my Neighbour?	Session 3 Needs and Wants
					Session 3 ...and say Sorry		Session 5 Can you Help Me? (Part 2)		

Proposed Curriculum for Consultation

LKS2 – Year 3

Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2	
Module 1 Created and Loved by God				Module 2 Created and Loved by Others				Module 3 Created to Live in Community	
Religious Understanding Unit 1	Me, My Body, My Health Unit 2	Emotional Wellbeing Unit 3	Life Cycles Unit 4	Religious Understanding Unit 1	Personal Relationships Unit 2	Life Online Unit 3	Keeping Safe Unit 4	Religious Understanding Unit 1	Living in the wider world Unit 2
Story Sessions Get Up! Discussion	Session 1 We don't have to be the same.	Session 1 What am I Feeling?	Session 1 Life Cycles Key Decision 3	Story Sessions Jesus is my Friend Discussion	Session 1 Family, Friends and Others	Session 1 Sharing Online	Session 1 Safe in my Body Classroom Shorts	Session 1 A Community of Love	How do I Love Others? Discussion
Session 2 The Sacraments	Session 2 Respecting our Bodies	Session 2 What Am I Looking At?						Session 2 What is a Church?	
		Session 3 I am Thankful							

LKS2 – Year 4

Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2	
Module 1 Created and Loved by God				Module 2 Created and Loved by Others				Module 3 Created to Live in Community	
Religious Understanding Unit 1	Me, My Body, My Health Unit 2	Emotional Wellbeing Unit 3	Life Cycles Unit 4	Religious Understanding Unit 1	Personal Relationships Unit 2	Life Online Unit 3	Keeping Safe Unit 4	Religious Understanding Unit 1	Living in the wider world Unit 2
Session 2 The Sacraments Extend with personal reflections on Holy Communion	Session 2 Respecting our Bodies	Session 3 What is Puberty? Key Decision 2	Session 2 A Time for Everything	Story Sessions Jesus is my Friend	Session 2 When Bad Things Happen	Session 2 Chatting Online Classroom Shorts	Session 2 Drugs, Alcohol and Tobacco	Session 2 What is a Church?	Session 2 Working Together Classroom Shorts
		Session 4 Changing Bodies Key Decision 2	Session 3 Big Changes, Little Changes Classroom Shorts				Session 3 First Aid Heroes		Session 3 Money Matters Classroom Shorts
							Session 4 Rights and Responsibilities Classroom Shorts		

Proposed Curriculum for Consultation

UKS2 – Year 5

Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2	
Module 1 Created and Loved by God				Module 2 Created and Loved by Others				Module 3 Created to Live in Community	
Religious Understanding Unit 1	Me, My Body, My Health Unit 2	Emotional Wellbeing Unit 3	Life Cycles Unit 4	Religious Understanding Unit 1	Personal Relationships Unit 2	Life Online Unit 3	Keeping Safe Unit 4	Religious Understanding Unit 1	Living in the wider world Unit 2
Story Sessions Calming the Storm	Session 1 Gifts and Talents	Session 1 Body Image	Session 3 Menstruation	Story Sessions God is Calling You	Session 1 Under Pressure	Session 1 Sharing isn't Always Caring	Session 1 Types of Abuse Classroom Shorts Key Decision 6	Session 1 The Holy Trinity	Session 1 Reaching Out
	Session 2 Girls' Bodies	Session 2 Peculiar Feelings	Session 4 Hope Beyond Death		Session 2 Do You Want a Piece of Cake?		Session 2 Impacted Lifestyles Classroom Shorts		
	Session 3 Boys' Bodies								
	Session 4 Spots and Sleep								

Proposed Curriculum for Consultation

UKS2 – Year 6

Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2	
Module 1 Created and Loved by God				Module 2 Created and Loved by Others				Module 3 Created to Live in Community	
Religious Understanding Unit 1	Me, My Body, My Health Unit 2	Emotional Wellbeing Unit 3	Life Cycles Unit 4	Religious Understanding Unit 1	Personal Relationships Unit 2	Life Online Unit 3	Keeping Safe Unit 4	Religious Understanding Unit 1	Living in the wider world Unit 2
Story Sessions Calming the Story	Session 2 Girls' Bodies	Session 4 Emotional Changes	Session 3 Menstruation Q&A	Story Sessions God is Calling You	Session 3 Self Talk	Session 2 Cyber Bullying Classroom Shorts	Session 3 Making Good choices	Session 2 Catholic Social Teaching	Session 2 The World of Work Classroom Shorts
	Session 3 Boys' Bodies	Session 5 Seeing Stuff Online Key Decision 4	Session 1 Making Babies Part 1 Key Decision 5		Session 4 Build Others Up Classroom Shorts Key Decision 7		Session 4 Giving Assistance		Session 3 Money and Me
	Girls and Boys Bodies Q&A		Session 2 Making Babies Part 2 (Parental Consent) Key Decision 5						
			Session 5 Coping With Change Classroom Shorts						