

Jigsaw PSHE 3-11: RSHE 2025 Statutory Guidance

Complete Programme Mapping

This guide shows where, throughout the Jigsaw PSHE 3-11 programme, each statutory standard from the 2025 RSHE guidance is addressed, identifying both main coverage and supporting content.

For broad standards that span many lessons (such as developing emotional vocabulary), we have provided representative examples of the strongest coverage rather than an exhaustive list.

For more specific content (such as first aid or vaccinations), we have identified all relevant lessons so you can see how learning progresses and ensure key content is not unintentionally omitted when making adaptations for your pupils.

Assemblies supporting RSHE statutory standards (Spring 2026)

A series of assemblies will be available from Spring 2026 to further support schools in meeting RSHE statutory requirements.

These assemblies are designed to complement and reinforce learning from the core Jigsaw PSHE programme, providing whole-school opportunities to draw learning beyond the classroom.

Themes covered will include vaccines, dental health, staying safe around fire, sun safety, and water safety.

Puzzle Key

BM	Being Me in My World
CD	Celebrating Difference
DG	Dreams and Goals
HM	Healthy Me
R	Relationships
CM	Changing Me
J+	Jigsaw + Additional Lesson Plans
KS1	
LKS2	Key Stage 1
UKS2	Lower Key Stage 2
	Upper Key Stage 2

RELATIONSHIPS EDUCATION

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

Standard	Standard Text	Key stage	Main Coverage	Supporting Coverage
F1	That families are important for children growing up safe and happy because they can provide love, security and stability	KS1 (5-7)	R: 5-6 P1 R: 6-7 P1 CM: 5-6 P4	CM: 5-6 P2
		LKS2 (7-9)	R: 7-8 P1 (family roles)	CD: 7-8 P1 CM: 7-8 P1 CM: 8-9 P3
		UKS2 (9-11)		DG: 10-11 P3
F2	The characteristics of safe and happy family life, such as commitment, protection, care, spending time together	KS1 (5-7)	R: 5-6 P1 R: 6-7 P1	CM: 5-6 P2
		LKS2 (7-9)	CD: 7-8 P5 R: 8-9 P2/P6	CD: 7-8 P1 CD: 8-9 P3-P4
		UKS2 (9-11)		
F3	That other children's families sometimes look different but should be respected	KS1 (5-7)	R: 5-6 P1 R: 6-7 P1	
		LKS2 (7-9)	CD: 7-8 P1 R: 7-8 P5 (family structure)	CM: 7-8 P1 CM: 8-9 P3
		UKS2 (9-11)		
F4	That stable, caring relationships are at the heart of safe and happy families	KS1 (5-7)	R: 5-6 P R: 6-7 P1	CM: 5-6 P2
		LKS2 (7-9)	R: 8-9 P6	CD: 7-8 P1 CM: 7-8 P1/P5 CM: 8-9 P3/P4
		UKS2 (9-11)		
F5	That marriage and civil partnerships represent a formal and legally recognised commitment	KS1 (5-7)	CD: 7-8 P1 R: 6-7 P1	
		LKS2 (7-9)	R: 8-9 P5 (legal marriage age laws and age)	
		UKS2 (9-11)	CD: 10-11 P1	CM: 9-10 P4
F6	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help	KS1 (5-7)	HM: All ages (trusted adults emphasis) R: 5-6 P4 R: 6-7 P1/P4/P5	CM: 6-7 P5/P6
		LKS2 (7-9)	HM: All ages (trusted adults emphasis) CM: 8-9 P4	CD: 7-8 P2 CM: 8-9 P3
		UKS2 (9-11)	HM: All ages (trusted adults emphasis) CD: 10-11 P1	

Caring Friendships (CF1-CF7)

Standard	Standard Text	Key stage	Main Coverage	Supporting Coverage
CF1	How important friendships are in making us feel happy and secure, and how people choose and make friends	KS1 (5-7)	R: 5-6 P2 R: 6-7 P3/P6	CD: 5-6 P5 CD: 6-7 P6 DG: 6-7 P3
		LKS2 (7-9)	R: 7-8 P2 R: 8-9 P4	BM: 8-9 P1 HM: 8-9 P1
		UKS2 (9-11)	R: 9-10 P1	
CF2	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	KS1 (5-7)	R: 5-6 P2 R: 6-7 P3	BM: 6-7 P5/P6 CD: 5-6 P5 CD: 6-7 P5
		LKS2 (7-9)	R: 7-8 P2	BM: 7-8 P4/P5 BM: 8-9 P1 CD: 7-8 P3/P5 HM: 8-9 P1
		UKS2 (9-11)	R: 9-10 P2 (assertive and controlling behaviour)	
CF3	That most people feel lonely sometimes, and there is no shame in feeling lonely	KS1 (5-7)	R: 5-6 P2	CD: 5-6 P3 CD: 6-7 P3
		LKS2 (7-9)	R: 7-8 P2/P5 R: 8-9 P3	BM: 7-8 P4 CD: 7-8 P5 HM: 8-9 P1
		UKS2 (9-11)	R: 9-10 P1	BM: 9-10 P6
CF4	The characteristics of friendships that lead to happiness and security (mutual respect, honesty, trust, kindness, etc.)	KS1 (5-7)	R: 5-6 P2 R: 6-7 P5	CD: 5-6 P5 CD: 6-7 P6 DG: 5-6 P3 DG: 6-7 P3/P4
		LKS2 (7-9)	R: 7-8 P2 R: 8-9 P4	BM: 7-8 P4 BM: 8-9 P1 CD: 7-8 P6 DG: 7-8 P3/P6 HM: 8-9 P1
		UKS2 (9-11)		
CF5	That most friendships have ups and downs, and can often be worked through	KS1 (5-7)	R: 5-6 P2 R: 6-7 P3	CD: 5-6 P5 DG: 6-7 P5
		LKS2 (7-9)	R: 7-8 P2 R: 8-9 P4	CD: 6-7 P6 CD: 7-8 P6 HM: 8-9 P5
		UKS2 (9-11)		
CF6	How to manage conflict, and that resorting to violence is never right	KS1 (5-7)	R: 6-7 P2-3	CD: 5-6 P3/P4 CD: 6-7 P3/P4
		LKS2 (7-9)	R: 7-8 P2 R: 8-9 P4	CD: 7-8 P3/P4 BM: 8-9 P5
		UKS2 (9-11)		CM: 10-11 P4a
CF7	How to recognise when a friendship is making them feel unhappy, and how to get support	KS1 (5-7)	CD: All ages (bullying lessons) R: 5-6 P2 R: 6-7 P3	

		LKS2 (7-9)	CD: All ages (bullying lessons) HM: Ages 8-9 P2 (peer-pressure) R: 8-9 P1/P4	
		UKS2 (9-11)	CD: All ages (bullying lessons)	CM: 10-11 P4a

Respectful, Kind Relationships (RKR1-RKR11)

Standard	Standard Text	Key Stage	Main Coverage	Supporting Coverage
RKR1	How to pay attention to the needs and preferences of others, including in families and friendships	KS1 (5-7)	R: 5-6 P3 R: 6-7 P2 (preferences about touch)	BM: All ages P1-6 (various) CD: 5-6 P3/P4 DG: 5-6 P3
		LKS2 (7-9)	R: 7-8 P1	BM: All ages P1-6 (various) CD: 6-7 P4 CD: 7-8 P6 HM: Ages 8-9 P1
		UKS2 (9-11)	R: 9-10 P5 R: 10-11 P4	BM: All ages P1-6 (various) DG: 10-11 P4/P5
RKR2	The importance of setting and respecting healthy boundaries in relationships	KS1 (5-7)	R: 5-6 P3, R: 6-7 P2 (saying no and setting boundaries)	BM: 6-7 P2/P5 CM: 6-7 P5
		LKS2 (7-9)	R: 8-9 P5 HM: 8-9 P2	BM: 8-9 P5 CD: 7-8 P5/P6 HM: 8-9 P1/P3/P4
		UKS2 (9-11)	R: 9-10 P2/P3 (assertive vs controlling behaviour) R: 10-11 P5	BM: 10-11 P4
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 (5-7)	R: 5-6 P3 R: 6-7 P2/P3	BM: All year groups P5/P6 (Learning Charter) CD: 5-6 P1/P2 CM: 6-7 P5
		LKS2 (7-9)	R: 7-8 P2 R: 9-10 P2	BM: All year groups P5/P6 (Learning Charter) CD: 7-8 P3/P4 DG: 7-8 P5 DG: 8-9 P2/P3 HM: 8-9 P2/P3/P4/P5/P6
		UKS2 (9-11)	R: 10-11 P4	BM: All year groups P5/P6 (Learning Charter) DG: 10-11 P2

				CM: 10-11 P4a
RKR4	The difference between being assertive and being controlling; being kind vs neglecting own needs	KS1 (5-7)	R: 6-7 P4	BM: 6-7 P2 CD: 5-6 P3/P4
		LKS2 (7-9)		BM: 7-8 P4/P6 CD: 7-8 P6 HM: 8-9 P4/P5
		UKS2 (9-11)	R: 9-10 P2 R: 10-11 P4	CM: 10-11 P4a
RKR5	That they can expect to be treated with respect by others, and the importance of respecting others including those who are different	KS1 (5-7)	R: 5-6 P2/P3 R: 6-7 P2/P5	BM and CD: All ages CM: 6-7 P2
		LKS2 (7-9)	R: 7-8 P4/P6 (different cultures and challenging stereotypes), R: 8-9 P5 (same-sex relationships)	BM and CD: All ages DG: 7-8 P1/P2 CM: 7-8 P5
		UKS2 (9-11)	R: 9-10 P1 R: 10-11 P4	BM and CD: All ages DG: 9-10 P4
RKR6	Practical steps they can take and skills they can develop to improve or support their relationships	KS1 (5-7)	R: 5-6 P2/P5 R: 6-7 P3	BM: All ages P5/P6 CD: 5-6 P1/P2 CD: 6-7 P4 DG: All ages P3
		LKS2 (7-9)	R: 7-8 P2/P6	BM: All ages P5/P6 CD: 7-8 P5 DG: All ages P3 HM: 8-9 P3/P4/P6 CM: 8-9 P3/P4
		UKS2 (9-11)	R: 9-10 P5 R: 10-11 P2	BM: All ages P5/P6 DG: All ages P3 DG: 10-11 P4/P5
RKR7	The conventions of courtesy and manners	KS1 (5-7)	R: 5-6 P3 R: 6-7 P3	BM: 5-6 P2/P3 BM: 6-7 P2/P3 CD: 5-6 P1/P2 CD: 6-7 P1/P2 DG: 6-7 P6
		LKS2 (7-9)	R: 7-8 P2/P6	BM: 7-8 P1/P3 BM: 8-9 P2 BM: 9-10 P5 DG: 8-9 P5
		UKS2 (9-11)	R: 10-11 P4	BM: 10-11 P4 DG: 10-11 P6
RKR8	The importance of self-respect and how this links to their own happiness; fostering self-esteem and building identity	KS1 (5-7)	DG: All ages (throughout)	R: 5-6 P5 CD: 6-7 P2
		LKS2 (7-9)	DG: All ages (throughout) BM: 7-8 P1	BM: 7-8 P2/P3 BM: 8-9 P3/P4 R: 7-8 P5

			CD: 8-9 P5 CM: 8-9 P1	
		UKS2 (9-11)	DG: All ages (throughout) R: 9-10 P1 CM: 10-11 P1/P5 (self-image)	BM: 9-10 P1 BM: 10-11 P1 CD: 9-10 P1 CD: 10-11 P1/P5 HM: 9-10 P4/P5/P6
RKR9	The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders, and how to get help	KS1 (5-7)	CD: All ages (throughout)	
		LKS2 (7-9)	CD: All ages (throughout)	R: 7-8 P3
		UKS2 (9-11)	CD: All ages (throughout) R: 9-10 P2 (online safety and bullying) R: 10-11 P4	R: 9-10 P2 R: 10-11 P6
RKR10	What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype	KS1 (5-7)	CD: All ages (strong coverage – core theme) CD: 6-7 P1/P2	
		LKS2 (7-9)	CD: 7-8 P1/P4/P6 (challenging stereotypes) CD: 8-9 P1/2	R: 7-8 P1/P4/P6 CM: 7-8 P5
		UKS2 (9-11)	CD: 9-10 P1/P2 CD: 10-11 P1/P2 (challenging stereotypes)	BM: 10-11 P1
RKR11	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust	KS1 (5-7)	CD: All ages (throughout core theme) HM: All ages (throughout core theme) BM: 6-7 P1 R: 5-6 P4 R: 6-7 P4/P5 CM: 6-7 P5/P6	
		LKS2 (7-9)	CD: All ages (throughout core theme) HM: All ages (throughout core theme) BM: 7-8 P2 BM: 8-9 P2 R: 7-8 P3/P5 R: 8-9 P1 CM: Ages 8-9 P3/P5/P6	

		UKS2 (9-11)	CD: All ages (throughout core theme) HM: All ages (throughout core theme) BM: 10-11 P1/P5 DG: 10-11 P3 R: 9-10 P2 R: 10-11 P1/P2 CM: 10-11 P4	
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Online Safety and Awareness (OSA1-OSA6)

Standard	Standard Text	Key Stage	Main Coverage	Supporting Coverage
OSA1	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships	KS1 (5-7)		CD: 6-7 P3
		LKS2 (7-9)	R: 7-8 P2/P3	BM: 7-8 P4 BM: 8-9 P4 CD: 7-8 P3 HM: 8-9 P6
		UKS2 (9-11)	R: 9-10 P2/P6 (assertive vs controlling online) R: 10-11 P5/6 (resisting pressure online)	CM: 10-11 P4
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 (5-7)	R: 6-7 P5 (personal information sharing), R: 7-8 P3/P4 (fake games and apps)	
		LKS2 (7-9)		BM: 7-8 P2 CD: 8-9 P2 CM: 8-9 P5
		UKS2 (9-11)	R: 9-10 P3/P4/P6 (grooming, personal information) R: 10-11 P5 (AI-generated content)	
OSA3	That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact	KS1 (5-7)		
		LKS2 (7-9)	R: 7-8 P3 (social media age limits and UK laws)	HM: 8-9 P6
		UKS2 (9-11)	R: 9-10 P2/P3, R: 10-11 P5 (UK laws and age restrictions)	

OSA4	The importance of exercising caution about sharing any information about themselves online; understanding the importance of privacy and location settings	KS1 (5-7)	R: 6-7 P4/P5 (personal information sharing)	
		LKS2 (7-9)	R: 7-8 P3 (privacy and location settings) R: 9-10 P3/P6 (digital rights, privacy, location settings and consent)	CD: 8-9 P4 HM: 8-9 P1
		UKS2 (9-11)	R: 10-11 P6 (digital rights, privacy settings and consent)	DG: 9-10 P2
OSA5	Online risks, including that any material provided online might be circulated, and once circulated there is no way of deleting it everywhere	KS1 (5-7)		
		LKS2 (7-9)		CD: 8-9 P4
		UKS2 (9-11)	R: 9-10 P3 R: 10-11 P5	CM: 10-11 P4
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	KS1 (5-7)		CD: 5-6 P4
		LKS2 (7-9)	R: 7-8 P3 R: 9-10 P2/P3/P4	BM: 8-9 P4 CD: 7-8 P4 CD: 8-9 P1
		UKS2 (9-11)	R: 10-11 P5	

Being Safe (BS1-BS7)

Standard	Standard Text	Key Stage	Main Coverage	Supporting Coverage
BS1	What sorts of boundaries are appropriate in friendships with peers and others (including online)	KS1 (5-7)	R: 5-6 P3, R: 6-7 P2/P3 (peer pressure)	BM: 6-7 P5 CD: 5-6 P3-5 CD: 6-7 P3-5 CM: 6-7 P5 DG: 5-6 P3 DG: 6-7 P4 HM: 6-7 P3/P4
		LKS2 (7-9)	R: 7-8 P3 R: 8-9 P5	BM: 7-8 P6 BM: 8-9 P5 CD: 7-8 P5 HM: 8-9 P1/P2
		UKS2 (9-11)	R: 9-10 P2	BM: 9-10 P5 BM: 10-11 P4 CD: 9-10 P1
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 (5-7)	R: 5-6 P3 R: 6-7 P2/P4/P5 (secrets – good vs worry)	CM: 5-6 P4 CM: 6-7 P4/P5
		LKS2 (7-9)		CD: 7-8 P2 CM: 8-9 P3
		UKS2 (9-11)	R: 9-10 P6 (personal data and consent) R: 10-11 P6 (digital rights)	HM: 10-11 P3
BS3	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact	KS1 (5-7)	CM: all ages (throughout) CM: 5-6 P4, CM: 6-7 P4/P5	R: 5-6 P3 R: 6-7 P2
		LKS2 (7-9)	CM: all ages (throughout) CM: 7-8 P2/P3 CM: 8-9 P3	
		UKS2 (9-11)	CM: all ages (throughout)	
BS4	How to respond safely and appropriately to adults they may encounter (in all contexts, including online)	KS1 (5-7)	R: 5-6 P4, R: 6-7 P2/P4/P5	CD: 5-6 P3/P4
		LKS2 (7-9)		BM: 8-9 P2 CD: 7-8 P2 CM: 8-9 P3
		UKS2 (9-11)	R: 9-10 P4, R: 10-11 P4	BM: 10-11 P5 HM: 10-11 P3/P4
BS5	How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust	KS1 (5-7)	R: 6-7 P1/P5	
		LKS2 (7-9)		CD: 7-8 P2 CM: 8-9 P3/P5 HM: 8-9 P5
		UKS2 (9-11)	R: 9-10 P2/P4 (grooming)	CD: 9-10 P3 HM: 10-11 P3/P4

			R: 10-11 P4	
BS6	How to report abuse, concerns about something seen online or experienced in real life	KS1 (5-7)	HM: All ages (throughout) R: 5-6 P4, R: 6-7 P4	CM: 5-6 P4 CM: 6-7 P4/P5
		LKS2 (7-9)	HM: All ages (throughout)	CD: 7-8 P2/P4 CM: 8-9 P3/P5
		UKS2 (9-11)	HM: All ages (throughout) R: 9-10 P3/P6, R: 10-11 P5	BM: 10-11 P5 CD: 9-10 P3
BS7	How to ask for advice or help for themselves or others, and to keep trying until they are heard	KS1 (5-7)	HM: All ages (throughout) R: 5-6 P3/P4 R: 6-7 P1/P4/P5	BM: 5-6 P1 BM: 6-7 P1 CD: 5-6 P3/P4 CD: 6-7 P4 CM: 6-7 P5/P6
		LKS2 (7-9)	HM: All ages (throughout) R: 7-8 P5 R: 8-9 P2	BM: 7-8 P1/P2 BM: 8-9 P2 CD: 7-8 P2/P4 CD: 8-9 P1 CM: 8-9 P6
		UKS2 (9-11)	HM: All ages (throughout) R: 10-11 P1/P2	BM: 10-11 P1/P5

HEALTH EDUCATION

General Wellbeing (GW1-GW10)

Standard	RSHE Standard Text	Key Stage	Main Coverage	Supporting Coverage
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 (5-7)	DG: 5-6 P5 DG: 6-7 P2/P5 HM: 5-6 P1/P2/P6 HM: 6-7 P5/P6 R: 5-6 P5 R: 6-7 P1	<i>Community participation as part of learning about communities throughout and drawing up a shared learning charter. Jigsaw PSHE Launch and Weekly assemblies. Schools using Jigsaw Outdoors will also be supporting this standard further across all ages</i> DG: 6-7 P1 RL: 5-6 P6
		LKS2 (7-9)	DG: 7-8 P3/P4/P5	BM: 8-9 P6 HM: 7-8 P1 RL: 7-8 P5/P6
		UKS2 (9-11)	DG: 9-10 P4/P5 HM: 10-11 P2/P6	BM: 10-11 P1/P6 RL: 9-10 P1
GW2	The importance of promoting general wellbeing and physical health	KS1 (5-7)	DG: 6-7 P2/P5 HM: 5-6 P1/P2/P6 HM: 6-7 P1/P2/P6	<i>Positive messages (especially through HM) about physical and mental health, encouraging children to question negative messages they may see or hear. Assemblies in HM particularly support health promotion.</i> RL: 5-6 P5
		LKS2 (7-9)	DG: 7-8 P3/P4/P5 HM: 7-8 P1/P2	CM: 7-8 P4 R: 7-8 P5
		UKS2 (9-11)	HM: 9-10 P4/P6 HM: 10-11 P1/P5 R: 10-11 P1	HM: 9-10 P5 RL: 10-11 P2 CM: 9-10 P1 CM: 10-11 P1/P5
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 (5-7)	BM: 5-6 P1/P4/P5 BM: 6-7 P1 CD: 5-6 P3, 6-7 P3 DG: 5-6 P1/P4/P5, 6-7 P1-5 HM: 5-6 P5, HM: 6-7 P3/P4 R: 5-6 P1/P5/P6	<i>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</i>

			CM: 6-7 P2/P3/P4/P6	<i>each Puzzle are coming in 2026.</i>
		LKS2 (7-9)	BM: 7-8 P1/P2/P4 BM: 8-9 P1/P4 CD: 7-8 P2-4 CD: 8-9 P3 DG: 7-8 P1/P5 DG: 8-9 P1/P2/P3/P4; HM: 7-8 P4 HM: 8-9 P2/P3/P4 R: 7-8 P2/P3 R: 8-9 P1/P2/P3/P4/P5/P6	<i>The 2026 review has greatly enhanced content on recognising when children may need to ask for help, and recognising that it is normal to feel concerned and ask for support.</i>
		UKS2 (9-11)	BM: 9-10 P1 BM: 10-11 P1 CD: 9-10 P3 DG: 10-11 P2/P3/P6; HM: 9-10 P3 HM: 10-11 P5/P6 R: 9-10 P2 R: 10-11 P1/P2/P3/P4;	<i>Celebrating Difference throughout has been strengthened to draw out that worrying/feeling down is normal, reflecting on these feelings and where to go for support.</i>
GW4	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings	KS1 (5-7)	BM: 5-6 P1/P2/P4/P5 BM: 6-7 P1/P2 CD: 5-6 P3/P4/P5 CD: 6-7 P1/P3/P5 DG: 5-6 P1/P3/P6 DG: 6-7 P1/P3/P5/P6 HM: 5-6 P5 HM: 6-7 P3/P4 R: 5-6 P2/P3/P4/P5/P6 RL: 6-7 P2/P3/P4/P5/P6 CM: 5-6 P5/P6, CM: 6-7 P1/P3/P4/P5/P6	<i>Feelings and opportunities to explore and discuss these are interwoven into the majority of the lessons, and new emotional literacy support materials due in 2026 will help teachers to support all pupils further.</i>
		LKS2 (7-9)	BM: 7-8 P1/P2 BM: 8-9 P1/P4 CD: 7-8 P1/P2/P3/P5/P6 CD: 8-9 P3/P4 DG: 8-9 P1/P2/P3/P4/P6 HM: 7-8 P4/P5 HM: 8-9 P1/P3/P4/P5/P6 R: 7-8 P2/P3/P5 R: 8-9 P1-P6	

			CM: 7-8 P1/P2/P3/P5 CM: 8-9 P2/P5	
		UKS2 (9-11)	BM: 9-10 P3/P4 BM: 10-11 P1/P4 CD: 9-10 P3/P4 CM: 10-11 P1/P3/P4 DG: 9-10 P3/P4/P5, 10-11 P3 HM: 10-11 P5/P6 R: 9-10 P1 R: 10-11 P1/P2/P3/P4 CM: 9-10 P2/P3/P6 CM: 10-11 P4/P5/P6	
GW5	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	KS1 (5-7)	CD: 5-6 P3 CD: 6-7 P3/P4 DG: 6-7 P2/P5 HM: 5-6 P4 HM: 6-7 P3/P4/P5 R: 5-6 P2/P3 R: 6-7 P2/P3 CM: 5-6 P5 CM: 6-7 P1/P2/P3/P5	BM: 6-7 P3-6 CD: 5-6 P4/P5 DG: 5-6 P1/P6 DG: 6-7 P6 HM: 5-6 P5 R: 6-7 P4/P6 CM: 5-6 P5 CM: 6-7 P4/P6
		LKS2 (7-9)	BM: 7-8 P4 CD: 8-9 P1/P2/P3/P4 DG: 8-9 P2/P4/P5 HM: 7-8 P3/P4/P5 HM: 8-9 P5/P6 R: 7-8 P2/P4 R: 8-9 P1/P3/P4/P5 CM: 8-9 P4/P5	BM: 7-8 P1 BM: 8-9 P4 CD: 7-8 P4 CD: 8-9 P5 DG: 8-9 P6 HM: 8-9 P1/P2/P3 R: 8-9 P1
		UKS2 (9-11)	CD: 9-10 P2/P3/P4 CD: 10-11 P3/P4 DG: 10-11 P3 HM: 9-10 P3/P4/P5 HM: 10-11 P5/P6 R: 9-10 P1/P2/P5/P6 R: 10-11 P1/P2/P3/P4/P5 CM: 9-10 P1/P5/P6 CM: 10-11 P1/P4/P4a/P5/P6	HM: 9-10 P2 HM: 10-11 P1/P3 DG: 10-11 P4/P5 R: 10-11 P6
GW6	That isolation and loneliness can affect children, and the benefits of seeking support	KS1 (5-7)	CD: 5-6 P3/P4 CD: 6-7 P4	<i>Strengthened through discussions about bullying, supporting others and asking for help throughout CD and R for all ages</i>

		LKS2 (7-9)	BM: 7-8 P4/P5 CD: 7-8 P2 HM: 8-9 P1/P6 R: 8-9 P1/P6 CM: 9-10 P3	BM: 8-9 P1 CD: 7-8 P1/P5 CD: 8-9 P6 HM: 8-9 P1
		UKS2 (9-11)	HM: 9-10 P6 HM: 10-11 P5/P6 R: 9-10 P1 R: 10-11 P CM: 9-10 P1 CM: 10-11 P1/P4a	BM: 9-10 P6 HM: 10-11 P4 R: 9-10 P4 R: 10-11 P1 CM: 9-10 P6 CM: 10-11 P6
GW7	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	KS1 (5-7)	CD: 5-6 P3/P4 CD: 6-7 P3/P4/P6	<i>Core lessons around bullying built into CD for every year group, with additional anti-bullying assembly and materials released in partnership with Anti-Bullying Week annually. R: 9-10 P2 R: 10-11 P5/P6 HM: 9-10 P4 R: 9-10 P3</i>
		LKS2 (7-9)	CD: 7-8 P3/P4 CD: 8-9 P3/P4 HM: 8-9 P5/P6	
		UKS2 (9-11)	CD: 9-10 P3/P4 CD: 10-11 P3/P4 R: 9-10 P2 R: 10-11 P4/P5 CM: 10-11 P4	
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	KS1 (5-7)		<i>Changing Me content in all year groups allows pupils to explore changes in our lives and consider those which are in our control, and those that are not, providing opportunities to develop vocabulary and discuss feelings around these, and develop strategies for recognising and managing change.</i>
		LKS2 (7-9)	R: 8-9 P2/P3 (grief and loss)	
		UKS2 (9-11)	R: 10-11 P3 (grief and loss)	
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 (5-7)	BM: 6-7 P1 CD: 5-6 P3/P4/P5 CD: 6-7 P4/P6 R: 5-6 P3/P4 R: 6-7 P3 CM: 5-6 P3/P4 CM: 6-7 P5	BM: 5-6 P1 BM: 6-7 P1 CD: 5-6 P6 HM: 5-6 P5 CM: 6-7 P6 <i>Repeated use of support slides built into materials, with teacher notes recommending that schools customise slides and notes to reflect local and relevant support for their pupils both in and out of school.</i>
		LKS2 (7-9)	BM: 7-8 P2/P3	BM: 7-8 P1/P2

			CD: 7-8 P2/P3/P4/P5, CD: 8-9 P1/P4 HM: 7-8 P3/P4/P6 HM: 8-9 P1/P4/P5/P6; RL: 7- 8 P3/P5 R: 8-9 P1/P3/P5/P6 CM: 7-8 P3/P4/P5 CM: 8-9 P3/P4/P5/P6	BM: 8-9 P CD: 7-8 P2/P4 CD: 8-9 P1 DG: 8-9 P1 CM: 8-9 P2/P5/P6
		UKS2 (9-11)	CD: 9-10 P3/P4/P6 CD: 10-11 P4 DG: 10-11 P3 HM: 9-10 P6 HM: 10-11 P2/P3/P4/P5/P6 R: 9-10 P3/P5 R: 10-11 P2/P3/P4/P5/P6; CM: 10-11 P1/P4/P4a/P5	BM: 10-11 P1/P5 DG: 9-10 P2 R: 9-10 P1/P4 CM: 7-8 P6
GW10	That it is common to experience mental health problems, and early support can help	KS1 (5-7)	BM: 6-7 P1	
		LKS2 (7-9)	HM: 8-9 P4	
		UKS2 (9-11)	HM: 10-11 P1/P5/P6 RL: 9-10 P5 RL: 10-11 P1/P2/P3; CM: 10-11 P1	BM: 10-11 P1 HM: 9-10 P5/P6 HM: 10-11 P5 R: 9-10 P1 CM: 10-11 P5

Wellbeing Online (WO1-WO11)

Standard	Standard Text	Key Stage	Primary Coverage	Supporting Coverage
WO1	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	KS1 (5-7)		
		LKS2 (7-9)	CD: 7-8 P2 CD: 8-9 P2/P3/P4 DG: 8-9 P2 R: 7-8 P3	CD: 8-9 P5 HM: 8-9 P6
		UKS2 (9-11)	CD: 9-10 P5 CD: 10-11 P2 DG: 9-10 P2 HM: 9-10 P6 R: 9-10 P2/P3/P4/P5/P6, R: 10-11 P5/P6 CM: 10-11 P4/P5	CD: 10-11 P3 DG: 9-10 P3 HM: 9-10 P4
WO2	How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension	KS1 (5-7)		
		LKS2 (7-9)	CD: 8-9 P2/P3 R: 7-8 P3 HM: 8-9 P6 RL: 8-9 P4	CD: 7-8 P3 R: 8-9 P2
		UKS2 (9-11)	CD: 10-11 P4	HM: 9-10 P4

			HM: 9-10 P6 R: 9-10 P2/P3/P4/P5/P6 R: 10-11 P2/P6 CM: 10-11 P4	R: 10-11 P5 CM: 10-11 P4a
WO3	The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact on wellbeing	KS1 (5-7)		
		LKS2 (7-9)		CD: 8-9 P4 DG: 8-9 P1
		UKS2 (9-11)	HM: 9-10 P4/P6 R: 9-10 P2/P3/P4/P5/P6, R: 10-11 P2/P6 CM: 9-10 P1	CD: 10-11 P3 R: 9-10 P1, 10-11 P5 CM: 10-11 P5 HM: 10-11 P1
WO4	How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online	KS1 (5-7)		
		LKS2 (7-9)	CD: 7-8 P3 CD: 8-9 P3/P4 HM: 8-9 P6	
		UKS2 (9-11)	CD: 9-10 P3 CD: 10-11 P4 HM: 9-10 P4 R: 9-10 P2/P3/P4 R: 10-11 P5/P6 CM: 10-11 P4	
WO5	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted	KS1 (5-7)		
		LKS2 (7-9)	R: 7-8 P3	HM: 8-9 P6
		UKS2 (9-11)	DG: 9-10 P2 R: 9-10 P2/P3/P4/P5/P6 R: 10-11 P5 CM: 10-11 P4	HM: 9-10 P4 R: 10-11 P4/P6 CM: 10-11 P4a
WO6	The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms	KS1 (5-7)		
		LKS2 (7-9)	R: 7-8 P3 (online gaming and scams – fake or misleading information) R: 8-9 P4 (gaming)	CD: 8-9 P4
		UKS2 (9-11)	DG: 9-10 P2 (online spending, saving and sharing personal data) R: 9-10 P3/P4/P5 (gaming addiction, hoaxes, privacy, loot boxes, data)	R: 9-10 P5 HM: 10-11 P1
WO7	How to take a critical approach to what they see and read online	KS1 (5-7)		R: 6-7 P4/P5/P6
		LKS2 (7-9)	CD: 8-9 P4 HM: 8-9 P3 R: 7-8 P3/P4 R: 8-9 P1	CD: 8-9 P2
		UKS2 (9-11)	DG: 9-10 P2 HM: 9-10 P4/P6	CM: 9-10 P1/P5 CM: 10-11 P1

			R: 9-10 P2/P3/P4/P6 R: 10-11 P5/P6	DG: 9-10 P3 HM: 9-10 P1/P4/P5 R: 9-10 P3 R: 10-11 P4; CM: 10-11 P4a
WO8	That abuse, bullying and harassment can take place online and that this can impact wellbeing	KS1 (5-7)		
		LKS2 (7-9)	CD: 7-8 P3/P4 CD: 8-9 P3/P4 R: 7-8 P3 HM: 8-9 P6	
		UKS2 (9-11)	CD: 9-10 P3, 10-11 P4 HM: 9-10 P4 R: 9-10 P2/P4/P6 R: 10-11 P5 CM: 10-11 P4	CD: 10-11 P3
WO9	How to understand the information they find online, including from search engines, and know how information is selected and targeted	KS1 (5-7)		R: 6-7 P4
		LKS2 (7-9)	R: 7-8 P3/P4	
		UKS2 (9-11)	R: 9-10 P3/P4/P6 R: 10-11 P5/P6 CM: 9-10 P5	CM: 10-11 P1; R: 10-11 P4; CM: 10-11 P4a
WO10	That they have rights in relation to sharing personal data, privacy and consent	KS1 (5-7)	R: 6-7 P5	
		LKS2 (7-9)	CD: 8-9 P3 R: 7-8 P3	HM: 8-9 P1
		UKS2 (9-11)	DG: 9-10 P R: 9-10 P1/P2/P3/P4/P5/P6 R: 10-11 P5/P6 CM: 10-11 P4	HM: 9-10 P5
WO11	Where and how to report concerns and get support with issues online	KS1 (5-7)	R: 6-7 P4/P5	
		LKS2 (7-9)	R: 7-8 P3 R: 8-9 P4	HM: 8-9 P6
		UKS2 (9-11)	CD: 10-11 P4 R: 9-10 P3/P4/P5/P6 R: 10-11 P2/P5/P6 CM: 9-10 P1 CM: 10-11 P4	R: 9-10 P2 R: 10-11 P4

Physical Health and Fitness (PHF1-PHF4)

Standard	Standard Text	Key Stage	Main Coverage	Supporting Coverage
PHF1	The characteristics and mental and physical benefits of an active lifestyle	KS1 (5-7)	HM: 5-6 P1/P2/P6 HM: 6-7 P1/P2/P6	DG: 5-6 P5 DG: 6-7 P5
		LKS2 (7-9)	HM: 7-8 P1/P2	HM: 7-8 P5
		UKS2 (9-11)	HM: 9-10 P6 HM: 10-11 P1/P6	R: 9-10 P1
PHF2	The importance of building regular physical activity into daily and weekly routines	KS1 (5-7)	HM: 5-6 P1/P2/P6	DG: 5-6 P5 DG: 6-7 P5 J+ Mega Movers
		LKS2 (7-9)	DG: 7-8 P3/P4/P5 HM: 7-8 P1/P2	DG: 6-7 P2
		UKS2 (9-11)	HM: 10-11 P1/P6	
PHF3	The risks associated with an inactive lifestyle, including obesity	KS1 (5-7)		DG: 6-7 P2/P5
		LKS2 (7-9)	HM: 7-8 P1/P2	
		UKS2 (9-11)	HM: 9-10 P5/P6 HM: 10-11 P1	
PHF4	How and when to seek support including which adults to speak to in school if they are worried about their health	KS1 (5-7)	HM: 5-6 P4 R: 6-7 P4	
		LKS2 (7-9)	HM: 7-8 P2/P4/P5 HM: 8-9 P4/P5	
		UKS2 (9-11)	HM: 10-11 P1/P6 R: 10-11 P2	

Healthy Eating (HE1-HE4)

Standard	Standard Text	Key Stage	Main Coverage	Supporting Coverage
HE1	What constitutes a healthy diet (including understanding calories and other nutritional content)	KS1 (5-7)	DG: 6-7 P5 HM: 5-6 P1/P2/P6 HM: 6-7 P1/P6	DG: 6-7 P2
		LKS2 (7-9)	HM: 7-8 P1/P2	HM: 7-8 P6
		UKS2 (9-11)	HM: 9-10 P5	HM: 10-11 P1 R: 10-11 P2
HE2	Understanding the importance of a healthy relationship with food	KS1 (5-7)	DG: 6-7 P5 HM: 6-7 P1/P2	DG: 6-7 P2 HM: 5-6 P2
		LKS2 (7-9)	HM: 7-8 P2	HM: 7-8 P6
		UKS2 (9-11)	HM: 9-10 P5	HM: 10-11 P1
HE3	The principles of planning and preparing a range of healthy meals	KS1 (5-7)	HM: 6-7 P1/P2	DG: 6-7 P2
		LKS2 (7-9)	HM: 7-8 P1	HM: 7-8 P2/P6
		UKS2 (9-11)	HM: 9-10 P5	BM: 10-11 P3 HM: 10-11 P1
HE4	The characteristics of a poor diet and risks associated with unhealthy eating	KS1 (5-7)	HM: 6-7 P2	HM: 6-7 P1
		LKS2 (7-9)	HM: 7-8 P1/P2	HM: 7-8 P6
		UKS2 (9-11)	HM: 9-10 P5 HM: 10-11 P1	

Drugs, Alcohol, Tobacco and Vaping (DATV1)

Standard	Standard Text	Key Stage	Main Coverage	Supporting Coverage
DATV1	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking	KS1 (5-7)	HM: 5-6 P3/P4/P5 (medicines)	
		LKS2 (7-9)	HM: 7-8 P3 HM: 8-9 P3/P4/P5/P6	HM: 7-8 P6 J+ Vaping lessons (8 yrs +)
		UKS2 (9-11)	HM: 9-10 P1/P2 HM: 10-11 P1/P2/P3/P6	HM: 10-11 P4

Health and Prevention (HP1-HP6)

Standard	Standard Text	Key Stage	Main Coverage	Supporting Coverage
HP1	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	KS1 (5-7)	HM: 5-6 P4 HM: 6-7 P5	R: 6-7 P4
		LKS2 (7-9)	HM: 7-8 P2	
		UKS2 (9-11)	HM: 9-10 P5/P6 HM: 10-11 P1/P5/P6 R: 10-11 P2	R: 9-10 P1 R: 10-11 P1
HP2	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	KS1 (5-7)	HM: 5-6 P2/P6	J+ Sun Safety
		LKS2 (7-9)		
		UKS2 (9-11)	HM: 10-11 P1	J+ Sun Safety
HP3	The importance of sufficient good quality sleep for health	KS1 (5-7)	DG: 5-6 P5 DG: 6-7 P2/P5 HM: 5-6 P1/P2/P6	
		LKS2 (7-9)		
		UKS2 (9-11)	HM: 10-11 P1/P5	BM: 10-11 P3 R: 9-10 P1 R: 10-11 P1
HP4	About dental health and the benefits of good oral hygiene	KS1 (5-7)	DG: 6-7 P2 HM: 5-6 P1/P2/P6 HM: 6-7 P2	HM: 5-6 P3 J+ Vaping lessons (9 yrs +)
		LKS2 (7-9)	HM: 7-8 P2 CM: 7-8 P4	J+ Dental Health
		UKS2 (9-11)	HM: 10-11 P1	
HP5	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	KS1 (5-7)	HM: 5-6 P1/P2/P3/P4/P6, 6-7 P2 CM: 6-7 P4	DG: 6-7 P2 HM: 6-7 P6
		LKS2 (7-9)	CM: 7-8 P4	CM: 7-8 P6
		UKS2 (9-11)	HM: 10-11 P1	
HP6	The facts and scientific evidence relating to vaccination and immunisation	KS1 (5-7)		
		LKS2 (7-9)		
		UKS2 (9-11)	HM: 10-11 P1	

Personal Safety (PS1-PS2)

Standard	Standard Text	Key Stage	Main Coverage	Supporting Coverage
PS1	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks	KS1 (5-7)	HM: 5-6 P3/P4/P5 HM: 6-7 P3 (fire and other risks in the home)/P5 (household substances and medicine)/P6	R: 5-6 P4
		LKS2 (7-9)	DG: 7-8 P5 HM: 7-8 P3/P4/P5 HM: 8-9 P2	DG: 7-8 P4 HM: 7-8 P6 J+: Fireworks
		UKS2 (9-11)	HM: 9-10 P3	J+: Knife crime
PS2	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code	KS1 (5-7)	HM: 5-6 P5 HM: 6-7 P4 (roads, rail, water)	BM: 6-7 P4
		LKS2 (7-9)	DG: 7-8 P4/P5 HM: 7-8 P4/P5 (Water Safety Code), HM: 8-9 P2 (railways)/P5/P6	HM: 7-8 P6 HM: 8-9 P5 J+: Road Safety
		UKS2 (9-11)	HM: 9-10 P3	DG: 10-11 P4

Basic First Aid (BFA1-BFA2)

Standard	Standard Text	Key Stage	Main Coverage	Supporting Coverage
BFA1	How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them	KS1 (5-7)		HM: 6-7 P3
		LKS2 (7-9)	HM: 7-8 P4 HM: 8-9 P2	HM: 7-8 P6
		UKS2 (9-11)	HM: 9-10 P3	HM: 9-10 P3
BFA2	Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries	KS1 (5-7)	HM: 6-7 P3 (burns)	HM: 5-6 P4
		LKS2 (7-9)		
		UKS2 (9-11)	HM: 9-10 P3	

Developing Bodies (DB1-DB3)

Standard	Standard Text	Key Stage	Main Coverage	Supporting Coverage
DB1	About growth and other ways the body can change and develop, particularly during adolescence; human lifecycle; puberty as stage in this process	KS1 (5-7)	CM: 5-6 P1/P2/P3/P5/P6 CM: 6-7 P1/P2/P3/P6	
		LKS2 (7-9)	CM: 7-8 P1/P2/P3/P4 CM: 8-9 P1/P2/P3 R: 8-9 P5	CM: 7-8 P6 CM: 8-9 P5/P6
		UKS2 (9-11)	CM: 9-10 P2/P3/P4/P5 CM: 10-11 P2/P3	CM: 9-10 P6 CM: 10-11 P1 J+: Puberty J+: Hormones

DB2	Correct names of body parts (penis, vulva, vagina, testicles, scrotum, nipples); understanding these are private; skills to express boundaries	KS1 (5-7)	CM: 5-6 P4 CM: 6-7 P4	
		LKS2 (7-9)	CM: 7-8 P2/P3/P4 CM: 8-9 P2	
		UKS2 (9-11)	CM: 9-10 P2/P3/P4, CM: 10-11 P2/P3/P4	
DB3	Facts about the menstrual cycle including physical and emotional changes; periods can start at eight	KS1 (5-7)		
		LKS2 (7-9)	CM: 8-9 P2/P3	CM: 7-8 P4
		UKS2 (9-11)	CM: 9-10 P2 CM: 10-11 P2	

Sex Education

Topic	Coverage
Sexual intercourse – what happens in order for conception to take place	CM: Ages 9-10 P4 (conception) CM: Ages 10-11 P3 (review previous year's content)
Childbirth	CM: Ages 10-11 P3 (baby development and birth)
NOTE	Sex education content entirely removed from CM Ages 8-9 for 2026

RSHE links within special campaigns and awareness weeks

Our special campaigns and awareness days content often naturally cross over with a range of RSHE (2025) statutory requirements. Where relevant, these links are identified during the planning of content and are shared when materials are made available (subject to change). For example, events such as:

- **World Book Day** provide opportunities to explore themes linked to relationships, identity, empathy and communication
- **Outdoor Learning Week** promotes physical activity, wellbeing and connection with the natural environment
- **Anti-Bullying Week** enhances and reinforces the existing learning in the Celebrating Difference puzzle, providing additional opportunities to deepen and extend learning introduced in lessons, while directly supporting key RSHE expectations.

These special awareness day resources are designed to support schools in enhancing teaching and learning from the core programme, while recognising that aspects of statutory RSHE coverage are often already being met through whole-school events and enrichment opportunities. All special campaign materials are optional additions, intended to complement and strengthen RSHE provision rather than replace core curriculum content.