



## RELATIONSHIPS, SEX & HEALTH EDUCATION POLICY

### 1. Definition of Relationships, Sex and Health Education (RSHE)

At St Piran's we are aware that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

We believe that Relationships, Sex and Health Education (RSHE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings ([Sex Education Forum, updated 2015](#)).

Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing and supports their ability to learn, achieve and make decisions to help them flourish.

*"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."*

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

### 2. Current RSHE requirements

We understand that it is considered good practice and are legally obliged to have an up-to-date RSHE policy that describes the content and organisation of RSHE taught outside science in the National Curriculum and understand that the policy should be made available to parents/carers on request. It has been the responsibility of the school governors to ensure that the policy is developed and implemented.

St Piran's RSHE policy is based on the DfE's [Relationships Education, Relationships and Sex Education and Health Education guidance](#) July 2025 ahead of it becoming statutory **from 1 September 2026**.

At St Piran's we use RSHE education to inform children about sexual issues; we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. By teaching RSHE in school, children are provided with a secure framework and environment in which they can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to physical and emotional health, wellbeing and moral development. We believe that sensitivity and respect should be shown to all

children when teaching about personal relationships and RSHE should be taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances.

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils. The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

### **3. Relationships Education**

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including: 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy alongside how the Jigsaw Programme maps them across the year groups.

As a school we follow the Jigsaw Programme in the main but supplement it where required with resources from 'Life Lessons', Oak Academy, NSPCC and BBC. The way the Jigsaw Programme covers these is explained in the mapping document: [Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview](#). It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

As our school is based upon Christian values, parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: "*Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSHE must promote gender equality and LGBTQI+ equality and it must challenge discrimination. RSHE must take the needs and experiences of LGBTQI+ people into account, and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.*" (Page 34)

### **4. Sex Education**

The DfE Guidance 2025, which will become statutory in September 2026, (p.2) recommends that all primary schools implement and make 'relationships education compulsory for all pupils receiving primary education'. At St Piran's sex education is taught in Years 5 and/or 6, in line with content about conception and birth, forming part of the national curriculum for science. ' (p. 11) St. Piran's is committed to having a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

In addition, teaching will be made accessible to all pupils, including those with special educational needs. Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games

- Discussions and practical activities

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new

At St Piran's we have determined the content of sex education in conjunction with the Jigsaw PSHE and RSHE programme. Sex education at St Piran's ensures that all pupils 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.

At St Piran's, we believe children should understand the facts about human reproduction before they leave primary school. These topics represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who, make a meaningful contribution to society.

Following guidance in the Learning and Skills Act (2000) we ensure that within sex education children 'learn the nature of marriage and its importance for family life and the bringing up of children', and 'are protected from teaching and materials which are inappropriate'. We have also taken onboard their advice about addressing specific issues in RSHE such as menstruation, contraception, safer sex and abortion (which is not addressed specifically but dealt with sensitively during children's questioning).

At St Piran's pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

## **5. Curriculum**

Our RSHE curriculum is set out in Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. We will share all curriculum materials with parents and carers on request.

Within our PSHE curriculum, we teach about healthy loving relationships and include same-sex parents along with other family arrangements, when discussing families. In addition, pupils are taught to name and express feelings and understand empathy and kindness. To support their learning of

positive relationships and interactions they are taught to manage conflict constructively and recognising safe and unsafe situations both on and offline.

The grid below shows specific RSHE learning intentions for each year group in the Jigsaw 'Changing Me' Puzzle. Other resources from 'Life Lessons' and/or the Oak Academy may also be used where required.

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina.  respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.  tell you what I like/don't like about being a boy/girl.
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.  express how I feel when I see babies or baby animals.
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.  express how I might feel if I had a new baby in my family.
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.  identify how boys' and girls' bodies change on the outside during this growing up process.  recognise how I feel about these changes happening to me and know how to cope with those feelings.
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up.  recognise how I feel about these changes happening to me and how to cope with these feelings.
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby.  understand that having a baby is a personal choice and express how I feel about having children when I am an adult.

	Piece 3 Puberty and menstruation	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.  know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
5.	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally.  understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty.  express how I feel about the changes that will happen to me during puberty.
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made.  understand that sometimes people need IVF to help them have a baby.  appreciate how amazing it is that human bodies can reproduce in these ways.
6.	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.  express how I feel about the changes that will happen to me during puberty.
	Piece 3 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born.  recognise how I feel when I reflect on the development and birth of a baby.
	Piece 4 Boyfriends and girlfriends	understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend  understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
	Girl talk/boy talk during life skills week	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive.

At St Piran's we believe that RSHE should be based on the following principles:

- The recognition of a loving relationship is an important belief in teaching and practice.
- Children should learn the importance of marriage and the many diverse family situations as key building blocks of community and society.
- Sex education includes learning about physical and emotional development.
- Children will be taught the cultural and religious differences about matters of sexuality.
- Sex education is part of the wider social, personal, moral and spiritual development.
- Children should be made aware of the way in which advertising and the media influence their views about sexuality.
- Children should be made more aware of the spiritual dimensions and the joys of intimacy.
- Children should be taught to have respect for their own and other peoples' bodies.
- Children should learn about their responsibilities to others and be aware of the consequences of sexual activity.
- Children should learn that some people choose not to engage in sexual activity and that this should be respected and valued as a response to the gift of faith across many world faiths.
- Children should be taught to understand the power of sexual desire.
- Children should be made aware that sex can be used compulsively, competitively and destructively.
- Children need to learn the importance of protecting themselves and of self-control.
- Children should be made aware of forgiveness and that there is always a way back.
- Children should learn that it is important to build positive relationships that involve trust and respect.
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils. The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND). At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## **6. Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## 7. Use of external organisations and materials

St. Piran's will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions

- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

## 8. RSHE and statutory duties in school

RSHE plays a very important part in fulfilling the statutory duties all schools must meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

At St Piran's:

- Relationships and Sex Education (RSHE) is an important part of PSHE Education (DfE, 2025).

When providing RSHE we have regard to government guidance. Government safeguarding guidance ([Keeping Children Safe in Education, Sept 2025](#)) includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays, especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government [Multi-agency practice guidelines: Female Genital Mutilation \( update 30 July 2020\)](#) which includes a section for schools.

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour, Rewards & Sanctions Policy
- Data Protection Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

## 9. The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their actions. Pupils at St Piran's are made aware of the relevant legal provisions when relevant topics are being taught, and at an age-appropriate level, including for example:

- bereavement
- consent, including the age of consent.

- criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
- extremism/radicalisation
- gender identity and questioning
- hate crime
- illegal online behaviours including drug and knife supply
- incel culture & misogyny.
- loneliness
- marriage
- online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, child etc.)
- personal safety, including road, railway and water safety
- prevalence of ‘deep fakes’
- sexuality
- substance misuse
- vaping
- violence against women and girls
- violence and exploitation by gangs

## **10. The role of the Headmaster**

It is the responsibility of the Headmaster (delegated to by the Board of Governors) to ensure that staff and parents are informed about the RSHE policy, and that the policy is implemented effectively. It is also the Headmaster’s responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. All teaching staff are kept aware of updates and significant changes to the RSHE curriculum and are provided with further training through termly INSETS and within the safeguarding section of the weekly staff bulletin.

The Headmaster liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Headmaster monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **11. Equality**

The DfE Guidance states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At St Piran’s we consider it appropriate to teach pupils about LGBTQI+, and ensure this content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. We are aware that this can also have an impact on any anti-bullying policies regarding these characteristics being the reason for the issue. At St Piran’s School we promote respect and equality for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

## **12. Withdrawal from RSHE lessons**

At St Piran's parents/carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory National Curriculum Science. At St Piran's, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Scientific Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit)

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

Those parents/carers wishing to exercise this right are invited in to see the Headmaster and Head of PSHE who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSHE programme until the request for withdrawal has been removed. RSHE information evenings and materials are available to parents/carers who wish to supplement the school RSHE programme or who wish to deliver RSHE to their children at home. A 'RSHE' workshop for parents is delivered by our Head of PSHE, prior to delivery of RSHE modules as part of the consultation process.

## **13. Managing difficult questions**

At St Piran's we are aware that 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. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. We believe that 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. Our teaching methods take into account 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. St Piran's, in conjunction with the Jigsaw scheme, have considered what is appropriate and inappropriate in a whole-class settings and have provided support and guidance for staff through INSET days and subject meetings.

## **14. Working with parents and carers**

The government guidance on RSHE (DfE 2025) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school RSHE taught outside National Curriculum Science (Education Act 1996). We are aware that parents have a legal right to see the school RSHE policy and a copy of it is available on the school's website.

Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. A 'RSHE' information evening is held once a year for all parents to find out more about the teaching of RSHE. They can also view the RSE curriculum material at this time but have the right to see any of the RSE curriculum materials and resources at another time on request. Updates on RSHE guidance and the impact on pupils' learning is shared as appropriate and this may be through the weekly parental newsletter or through more bespoke correspondence such as a letter.

## **15. Monitoring and Review**

The Deputy Head Pastoral and Head of PSHE monitor our RSHE policy on an annual basis. The findings and recommendations are reported to the full governing body, as necessary, if the policy needs modification. They also illicit feedback from those teachers responsible for the teaching of RSHE who help shape the delivery of the programme. Pupils are encouraged to question, feedback and share any concerns or worries they have about any element of PSHE, not just RSHE, and this is also weaved into the teaching of the programme. Pupils can share feedback in lessons, through unit assessments, by posting a concern in the 'Blaze Box' or by speaking to a trusted member of staff.

The Headmaster gives serious consideration to any comments from parents about the sex education programme and makes a record of all such comments.

The Education Committee of the governing body monitors the RSHE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Parents are invited to an RSHE workshop annually, which is delivered by the Head of PSHE, who invites any feedback from parents via email or if required through face-to-face meetings. The Education Committee gives serious consideration to any comments from parents about the sex education programme and makes a record of all such comments within their minutes.

Governors require the Headmaster to keep a written record, giving details of the content and delivery of the RSHE programme that we teach in our school. Governors scrutinise materials to check they are in accordance with the school's ethos and aims.

**Reviewed By:** Deputy Head Pastoral and Head of PSHE  
**Review Date:** 18 September 2025  
**Next Review Date:** September 2026

## Appendix 1: Relationships Education in Primary schools – DfE Guidance 2025

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• R2 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.</li> <li>• R3 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.</li> <li>• R4 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.</li> <li>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> <li>• Relationships</li> </ul>

	<ul style="list-style-type: none"> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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 and advice from others, if needed</li> </ul>	
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> <li>• Dreams and Goals</li> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
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