

THE CHRISTOPHER WINTER PROJECT
TEACHING RSE WITH CONFIDENCE IN PRIMARY SCHOOLS
TEACH SRE LTD



TEACHER GUIDE

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INTRODUCTION

The Christopher Winter Project: Teaching RSE with Confidence in Primary Schools is a comprehensive and inclusive resource for teachers and other professionals working in a primary school setting. The updated resource supports schools to meet the 2025 statutory guidance for Relationships, Sex and Health Education.

It covers the outcomes from the statutory Relationships Education guidance, key aspects of Health Education, and the statutory and recommended elements of Sex Education. Full mapping to the statutory guidance is included in this guide. Designed to support a school's broader PSHE provision, the resource gives clear structure and reassurance. Schools continue to value this resource as a dependable way to enable teachers to deliver sensitive topics with accuracy, inclusivity and confidence.

This resource is designed to be used in Reception through to Year 6 and includes an overview of a spiral curriculum for RSE, schemes of work and lesson plans that combine a range of teaching styles and active learning techniques. All lesson plans include stimulating teaching activities and materials. These resources have been used to help train thousands of teachers to teach RSE with confidence. Every unit has been taught in a variety of school settings and has been enthusiastically received by teachers and pupils.

Our aim is to improve the quality of RSE through increasing teacher confidence in planning, delivery and assessment.

TEACHING RSE WITH CONFIDENCE IN PRIMARY SCHOOLS - CURRICULUM OVERVIEW

Reception: My body, my relationships

- Lesson 1: Caring Friendships
- Lesson 2: Being Kind
- Lesson 3: Different Families
- Lesson 4: My Body My Choices

Year 1: Growing up, staying safe

- Lesson 1: Different Friends
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- Lesson 3: Body Safety (Online and Off)
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Year 2: Differences

- Lesson 1: Gender Stereotypes
- Lesson 2: Male and Female
- Lesson 3: Naming Body Parts
- Lesson 4: My Body Belongs to Me

Year 3: Valuing difference and keeping safe

- Lesson 1: Body Differences
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- Lesson 3: Families and People who Help Us
- Lesson 4: Staying Safe and Getting Help Online

Year 4: Growing up with Respect

- Lesson 1: Changes
- Lesson 2: What is Puberty
- Lesson 3: Healthy Friendships
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Year 5: Puberty and personal boundaries

- Lesson 1: Talking about Puberty
- Lesson 2: The Reproductive System
- Lesson 3: Puberty Help and Support
- Lesson 4: Respect Boundaries and Being an Upstander

Year 6: Puberty, relationships and reproduction

- Lesson 1: Puberty and Reproduction
- Lesson 2: Communication and Consent in Relationships
- Lesson 3: Families, Conception and Pregnancy
- Lesson 4: Communication and Respect in Relationships and Online

RECEPTION: SCHEME OF WORK - MY BODY, MY RELATIONSHIPS

Key Vocabulary: happy, sad, shy, angry, worried, proud, uncomfortable, friend, kind, help, share, sorry, welcome, family, grown-up, body, hug, touch, ask, yes, no, no thank you

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Caring Friendships	Learning Intention To explore how friendships can help us feel happy and how we can welcome others. Learning Outcomes I can say how friends make us feel. I can show a kind way to welcome someone. I can spot when someone might feel left out.	Reception lesson 1 social story Elephant glove puppet or toy Pictures of children at school	PSED and Communication and Language ELGs (see full mapping document) Relationships education Caring friendships (CF1, CF2, CF3) Respectful, Kind relationships (RR1, RR6)
Lesson 2 Being kind	Learning Intention To explore what happens when friends fall out and how we can make things better. Learning Outcomes I can say why friends sometimes get upset with each other. I can show kind ways to make up after an argument. I know that hurting someone is never okay.	Reception lesson 2 social story Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh	PSED and Communication and Language ELGs (see full mapping document) Relationships education Caring friendships (CF5, CF6) Respectful, Kind relationships (RR1, RR3, RR6) Being Safe (BS1)
Lesson 3 Different families	Learning Intention To recognise that families can look different and that families help and care for each other. Learning Outcomes I can spot ways families can be different. I can name people who are part of a family. I can say one way families help each other.	Reception lesson 3 Social Story Elephant glove puppet or toy Families pictures Paper and drawing materials	PSED and Communication and Language ELGs (see full mapping document) Relationships education Families and people who care for me (F2, F3)
Lesson 4 My Body, My Choices	Learning Intention To understand that everyone likes different kinds of touch and that we can say what feels okay or not okay for our body. Learning Outcomes I can say when I like something and when I don't. I can show a kind way to say "no thank you". I know that some people like hugs and some people don't	Reception lesson 4 social story Ezra the Elephant puppet or toy A second puppet or soft toy 'Huggy the Bear' (e.g., a very cuddly character)	PSED and Communication and Language ELGs (see full mapping document) Relationships education Respectful, Kind relationships (RR2, RR3, RR4, RR7) Being Safe (BS1, BS3)

YEAR 1: SCHEME OF WORK - GROWING UP, STAYING SAFE



Key Vocabulary: friend, kind, different, lonely, private parts, body, penis, vulva, grown-up, baby, toddler, child, teenager, adult, elder, help, safe, proud, family, talk, screen, camera, online, trust, feelings, scared, happy, cross, calm, excited, unsure

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Different Friends	Learning Intention To learn how to be a kind and welcoming friend, even when people are different to us. Learning Outcomes I know that friends can be different from me. I can say one way to be kind to a new friend.	Talking object Yr 1 – Lesson 1 – Story card Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one. Paper and coloured pencils	Relationships education Caring friendships (CF 2, 3) Respectful, Kind relationships (RR5)
Lesson 2 Growing and Changing	Learning Intention To understand how we grow and change. To learn the correct names for private parts of the body. Learning Outcomes I can name something I can do now that I couldn't do as a baby. I know the right names for the private parts. I know that some parts of my body are private.	Talking object Year 1 - Lesson 2 – Social Story Story bag containing one of the Drawings of Newborn Babies (you can use either), soap, flannel, school jumper Drawings of newborn babies Lifecycle picture cards Lifecycle whiteboard summary	Relationships Education Being safe (BS2, BS3) Health Education Developing bodies (DB3) Science Curriculum (S1)
Lesson 3 Body Safety (Online and Off)	Learning Intention To understand that our private body parts are private, even when we are using screens or video calls. Learning Outcomes I know what private means. I know that no one should ask to look at or touch my private parts. I know I can speak to a trusted adult if I feel unsure or unsafe.	Talking object Drawings of babies Year 1 – Lesson 3 – Social Story A jumper (to represent Jai), a pair of trousers and a smartphone or tablet Drawing materials	Relationships education Respectful, Kind relationships (RR2) Online safety and awareness (OS1) Being safe (BS2, 3, 6, 7)
Lesson 4 Families & Care	Learning Intention To know that families can be different To identify adults we can talk to when something doesn't feel right. Learning Outcomes I know that families can look different. I know it's okay to talk to someone if something makes me feel worried or upset. I can name a safe adult I could talk to.	Talking object Year 1 Lesson 4 Social Story Story bag - containing ball and school jumper Families pictures	Relationships education Families and people who care for me (F2, F3, F4, F6) Respectful, Kind Relationships (RR11) Being safe (BS1, BS6, BS7)

YEAR 2: SCHEME OF WORK - DIFFERENCES

Key Vocabulary: boy, girl, same, different, fair, unfair, stereotype, male, female, animal, baby, body, body parts, private, genitals, penis, vulva, scrotum, nipples, touch, boundaries, consent, ask, stop, safe, trust, help

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Gender stereotypes	Learning Intention To explore and challenge gender stereotypes Learning Outcomes I can explain that boys and girls can like the same things. I can give an example of something people think only boys or girls like - and say why that's not always true. I can notice when someone is treated unfairly for liking something.	2 large PE hoops Boy/Girl/Everyone labels Bag of objects and clothing to explore gender stereotypes (e.g. hairbrush, something pink/blue, ball, trainers, trousers, kilt) or Pictures of objects and clothing Fair or Unfair sorting cards	Relationships education Respectful Kind Relationships (RR5, RR10)
Lesson 2 Male and Female	Learning Intention To explore how male and female animals and humans are biologically different and to understand how this is part of the lifecycle Learning Outcomes I can spot some body differences between male and female animals. I can explain how we usually tell if a baby is male or female. I know that a baby is made by a male and a female	Talking object Pictures of male and female animals Clothed Babies picture cards Drawings of newborn babies	Health Education Developing bodies (DB1) Science curriculum (S2)
Lesson 3 Naming Body parts	Learning Intention To focus on sexual difference and name body parts Learning Outcomes I can name the private parts using scientific words. I can describe how male and female bodies are different. I understand that most body parts are the same for everyone.	2 large PE Hoops Hoop labels Body Parts picture cards Body Parts worksheet	Relationships education Being safe (BS2) Health education Developing bodies (DB3) Science Curriculum (S1)
Lesson 4 My body belongs to me	Learning Intention To understand body privacy, personal boundaries, and the importance of consent. Learning Outcomes I know my body belongs to me. I can notice when someone doesn't want to be touched. I can ask for help if something feels wrong.	Talking object Social Story – Tonia and the tickles What are the clues? Pictures	Relationships education Being safe (BS1, BS2, BS3) Respectful relationships (RR1, RR2, RR7, RR11)

YEAR 3: SCHEME OF WORK - VALUING DIFFERENCE AND KEEPING SAFE



Key Vocabulary: unique, body, private, male, female, penis, scrotum, vulva, vagina, uterus, consent, personal space, boundaries, uncomfortable, safe, unsafe, secret, trusted adult, help, respect, online, message, photo, camera

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Body Differences	Learning Intention To understand that all bodies are unique and to know some of the differences between male and female bodies. Learning Outcomes I can talk about how people's bodies are similar and different I can name the private parts of the body using scientific words I know it's never okay to make fun of someone's body	It's OK to be different, Todd Parr Slides: male and female bodies Body difference matching cards	Relationships education Respectful relationships (RR5, RR8, RR9) Health Education General wellbeing (GW7) Developing bodies (DB3) Science curriculum (S1)
Lesson 2 Personal Space and Consent	Learning Intention To understand personal space, body boundaries and what to do if someone makes us feel uncomfortable Learning Outcomes I can say what personal space means and why it matters I know it's okay to say "No" to touch that I don't like I know how to get help if something makes me feel unsafe	Unwanted touch scenarios PANTS cards	Relationships education Families and people who care for me (F6) Being safe (BS1, BS3, BS4, BS5, BS6, BS7) Respectful relationships (RR2, RR3, RR7, RR11)
Lesson 3 Families and People Who Help Us	Learning Intention To understand that families can be different and to know who I can talk to if I feel upset, worried or unsafe Learning Outcomes I can name some different kinds of families I can talk about how family members help and care for each other I can name at least two people I could talk to if I needed help	Families pictures Who can I talk to? worksheet The Family Book, Todd Parr	Relationships education Families and people who care for me (F1, F2, F3, F4, F6) Respectful, Kind Relationships (RR11) Being safe (BS4, BS6, BS7)
Lesson 4 Staying Safe and Getting Help – Online	Learning Intention To understand how to stay safe online and what to do if someone makes us feel uncomfortable or unsafe in a message, photo or video Learning Outcomes I can explain why my body is private online as well as offline I know what to do if someone sends or asks for something that makes me feel worried or confused I can name a trusted adult I could talk to if something online didn't feel right	Advice Scenarios Advice Scenarios Teacher Guide Pictures of staff and the school safeguarding team	Relationships education Online safety and awareness (OS 1, 2, 3, 4, 5, 6) Being safe (BS 1, 2, 3, 4, 5, 6) Health Education Wellbeing Online (WO 1, 4, 5, 8, 10, 11)

YEAR 4: SCHEME OF WORK - GROWING UP WITH RESPECT



Key Vocabulary: puberty, private parts, lifecycle, emotions, reproduction, periods, sperm, penis, vulva, vagina, testicles, scrotum, uterus, nipples, breasts, armpits, pubic hair, mood swings, wet dreams, respect, fairness, feelings, friendship, kind, honest, boundaries, personal space, stereotype, difference, unique, upstander, trust, support, identity, confident

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Changes	Learning Intention To understand that puberty is an important stage in the human lifecycle Learning Outcomes I can name stages in the human lifecycle. I can describe some physical changes that happen during puberty. I can use agreed words to name male and female body parts.	Whiteboard slides – Lifecycle Whiteboard slides – Bingo images Whiteboard slides - Lifecycle quiz Body Part Bingo cards Body Changes pictures Lifecycle Quiz answers	Health Education Developing bodies (DB 1, 3) Science curriculum (S1, S4)
Lesson 2 What is puberty?	Learning Intention To learn about the emotional and physical changes of puberty, including how the body prepares for reproduction. Learning Outcomes I can describe some physical and emotional changes that happen during puberty. I can explain that these changes help the body get ready for having a baby in the future (if someone chooses to). I know that puberty starts at different times for different people.	Puberty Card Sort Puberty Card Sort whiteboard summary Body Changes worksheet	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, S4)
Lesson 3 Healthy Friendships	Learning Intention To explore healthy and unhealthy friendships and how to balance our own needs with the needs of others. Learning Outcomes I can describe what makes a friendship feel respectful and fair. I can explain how to be kind while still speaking up about my own feelings.	Healthy Friendships cards Freeze frame scenario cards Relationship pictures	Relationships education Caring friendships (CF1, 2, 4, 5, 6, 7) Respectful, Kind relationships (RR 3, 4, 5, 6)
Lesson 4 Valuing Difference	Learning Intention To explore what makes people unique and how to show respect for those who are different from us. Learning Outcomes I can describe what makes me unique I can explain what a stereotype is and why it can be unfair. I can think of kind ways to respond when someone is treated unfairly.	Circle talk object Sorting labels and statements Stereotype scenario cards	Relationships education Families and people who care for me (F3) Caring friendships (CF1, 2, 4, 5, 6, 7) Respectful, Kind relationships (RR 5, 8, 10) Health Education General wellbeing (GW 4, 7)

YEAR 5: SCHEME OF WORK - PUBERTY AND PERSONAL BOUNDARIES



Key Vocabulary: puberty, physical changes, menstruation, periods, menstrual products, sperm, egg, semen, erection, pubic hair, sweat, breasts, spots, emotional changes, wet dreams, vagina, vulva, uterus, ovaries, testicles, penis, ejaculation, foreskin, hormones, boundaries, personal space, consent, assertive, kindness, empathy, upstander, fairness, inclusion, self-esteem, identity, stereotypes, peer pressure, support, trusted adult

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Talking about puberty	Learning Intention To learn about the main physical and emotional changes during puberty. Learning Outcomes I can describe the main physical and emotional changes that happen during puberty I can ask questions about puberty with confidence and respect	Puberty Changes Teacher Guide Puberty Changes worksheet Reproductive System slides Pupil Questions template	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, 2, 3, 4)
Lesson 2 The Reproductive System	Learning Intention To understand the changes to the reproductive system in puberty. Learning Outcomes I can explain how puberty affects the reproductive organs I can describe what happens during menstruation and sperm production I can talk about how these changes might make people feel.	Reproductive System slides Puberty Changes Teacher Guide Menstrual Cycle animation Male Changes PowerPoint Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Selection of menstrual products	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, 2, 3, 4)
Lesson 3 Puberty Help and Support	Learning Intention To learn how to care for our bodies and feelings during puberty, and where to find support. Learning Outcomes I can explain how to stay clean and healthy during puberty. I can describe how puberty might affect emotions and friendships. I can name safe places or people I can go to for advice and support.	Kim's Game items Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Problem Page Teacher Guide	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, 2, 3, 4)
Lesson 4 Respect, Boundaries and Being an Upstander	Learning Intention To understand how respecting ourselves and others helps us to set healthy boundaries and build positive relationships. Learning Outcomes I can show what it looks like to be assertive but kind. I can explain how to set and respect boundaries. I can give one example of how to be an upstander.	Upstander Scenarios	Relationships education Caring friendships (CF 2, 6) Respectful and kind relationships (RR 2, 4, 5, 6, 8, 9)

YEAR 6: SCHEME OF WORK - PUBERTY, RELATIONSHIPS AND REPRODUCTION



Key Vocabulary: puberty, reproduction, sexual intercourse, penis, vagina, testicles, clitoris, vulva, wet dreams, sperm, egg, fertilization, conception, fallopian tubes, uterus, pregnancy, adoption, fostering, IVF, consent, communication, boundaries, respect, privacy, appropriate, inappropriate, pressure, assertive, permission, online, offline, bullying, harassment, discrimination, sexuality, safety, report, trusted adult, empathy, responsibility

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Puberty and reproduction	Learning Intention To understand how the body changes during puberty in preparation for reproduction. Learning Outcomes I can describe some changes that happen during puberty. I can explain why these changes prepare the body for reproduction. I can use the correct scientific words for body parts and processes. I can talk about puberty and reproduction with confidence.	Puberty Changes Teacher Guide Puberty Body Part slides Reproduction question sheet Reproduction answer cards Reproduction whiteboard summary Pupil question template	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, 2, 3, 4) Contains non-statutory Sex Education. Parents have the right to withdraw
Lesson 2 Communication and consent in relationships	Learning Intention To understand why communication is important in relationships and why consent matters before any kind of physical touch. Learning Outcomes I can describe why communication is important in friendships and relationships, especially before physical touch is involved. I can explain what consent means. I can recognise when consent is given, not given, or withdrawn. I can explain how both words and body language can show consent.	Communication and Touch cards	Relationships Education Caring friendships (CF4) Respectful Kind relationships (RR 1, 2, 3, 4) Being safe (BS 3)
Lesson 3 Families, conception and pregnancy	Learning Intention To understand how families can be formed and how a baby is conceived and begins to grow. Learning Outcomes I can describe the decisions that have to be made before having children I can describe how a baby is conceived and begins to grow. I can use the correct scientific words when talking about conception and pregnancy. I can explain why consent is important in sexual relationships.	Couple pictures How does a baby start? cards How does a baby start? whiteboard summary	Relationships education Families and people who care for me (F 1, 2, 3, 4, 5) Science curriculum (S2, S3, S5) Contains non-statutory Sex Education. Parents have the right to withdraw
Lesson 4 Communication and respect in relationships and online	Learning Intention To understand what is appropriate and inappropriate to share, and to know what to do if something makes us feel unsafe or uncomfortable. Learning Outcomes I can explain why some things are safe, positive and appropriate to share, and others are not I can recognise when online behaviour (like editing photos, sharing adult content, or using sexualised language) is harmful. I can describe how harmful content or bullying online can make someone feel. I can explain what steps I can take if I feel pressured, bullied, or shown something inappropriate	Communication Scenario cards Advising a friend - Teacher guide	Relationships education Respectful relationships (RR9, RR11) Online safety and awareness (OS 1, 2, 3, 4, 5, 6) Being safe (BS 1, 2, 4, 5, 6, 7) Health Education General wellbeing (GW7) Wellbeing Online (WO 1, 4, 5, 7, 8, 10, 11)

Lesson	PSED – Early Learning Goals	Communication & Language – Early Learning Goals
Lesson 1 Caring Friendships	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	Listen attentively and respond to what they hear with relevant questions, comments and actions. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Express their ideas and feelings about their experiences using full sentences, with modelling and support.
Lesson 2 Being Kind	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs.	Listen attentively and respond to what they hear with relevant questions, comments and actions. Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things might happen, making use of recently introduced vocabulary.
Lesson 3 Different Families	Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. Explain the reasons for rules, know right from wrong and try to behave accordingly.	Listen attentively and respond to what they hear with relevant questions, comments and actions. Participate in small group and class discussions, offering their own ideas. Express their ideas and feelings about their experiences using full sentences, with modelling and support.
Lesson 4 My Body, My Choices	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Show sensitivity to their own and to others' needs.	Listen attentively and respond to what they hear with relevant questions, comments and actions. Make comments about what they have heard and ask questions to clarify their understanding. Express their ideas and feelings about their experiences using full sentences, with modelling and support.

RELATIONSHIP EDUCATION

DfE Guidance		Pupils Should Know	Lesson
Families and people who care for me	F1	That families are important for children growing up safe and happy because they can provide love, security and stability.	Yr 3 - L3 Yr 6 - L3
	F2	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.	R - L3 Yr 1 - L4 Yr 3 - L3 Yr 6 - L3
	F3	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 characterized by love and care.	R - L3 Yr 1 - L4 Yr 3 - L3 Yr 4 - L4 Yr 6 - L3
	F4	That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	Yr 1 - L4 Yr 3 - L3 Yr 6 - L3
	F5	That marriage and civil partnerships represent a formal and legally recognized commitment of two people to each other which is intended to be lifelong.	Yr 6 - L3
	F6	How to recognize if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Yr 1 - L4 Yr 3 - L2

DfE Guidance		Pupils Should Know	Lesson
Caring Friendships	CF1	How important friendships are in making us feel happy and secure, and how people choose and make friends.	R - L1 Yr 4 - L3
	CF2	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.	R - 1 Yr 1 - L1 Yr 4 - L3 Yr 5 - L4
	CF3	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.	R - L1
	CF4	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.	Yr 1 - L1 Yr 4 - L3 Yr 6 - L2
	CF5	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	R - L2 Yr 4 - L3
	CF6	How to manage conflict, and that resorting to violence is never right	R - L2 Yr 4 - L3
	CF7	How to recognize when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	Yr 4 - L3

RELATIONSHIP EDUCATION

DfE Guidance		Pupils Should Know	Lesson
Respectful, Kind Relationships	RR1	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.	R - L1, L2, Yr 2 - L4 Yr 6 - L2
	RR2	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	R - L4 Yr 1 - L3 Yr 2 - L4 Yr 3 - L2 Yr 5 - L4 Yr 6 - L2
	RR3	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.	R - L2, L4 Yr 3 - L2 Yr 4 - L3 Yr 6 - L2
	RR4	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.	R - L4 Yr 4 - L3 Yr 5 - L4 Yr 6 - L2
	RR5	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.	Yr 1 - L1 Yr 2 - L1 Yr 3 - L1 Yr 4 - L3, L4 Yr 5 - L4
	RR6	Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	R - L1, L2 Yr 4 - L3 Yr 5 - L4

DfE Guidance		Pupils Should Know	Lesson
Respectful, Kind Relationships	RR7	The conventions of courtesy and manners.	R - L4 Yr 2 - L4
	RR8	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.	Yr 3 - L1 Yr 4 - L4 Yr 5 - L4
	RR9	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.	Yr 3 - L1 Yr 5 - L4 Yr 6 - L4
	RR10	What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Yr 2 - L1 Yr 4 - L4
	RR11	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	Yr 1 - L4 Yr 2 - L4 Yr 3 - L2 Yr 3 - L3 Yr 6 - L4

RELATIONSHIP EDUCATION

DfE Guidance		Pupils Should Know	Lesson
Online safety and awareness	OS1	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.	Yr 3 - L4 Yr 6 - L4
	OS2	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.	Yr 3 - L4 Yr 6 - L4
	OS3	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.	Yr 3 - L4 Yr 6 - L4
	OS4	The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	Yr 1 - L4 Yr 3 - L3 Yr 6 - L3
	OS5	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	Yr 3 - L4 Yr 6 - L4
	OS6	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.	Yr 3 - L4 Yr 6 - L4

DfE Guidance		Pupils Should Know	Lesson
Being Safe	BS1	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.	R - L2, L4 Yr 2 - L4 Yr 3 - L2, L4 Yr 6 - L4
	BS2	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.	Yr 1 - L2, L3 Yr 2 - L3, L4 Yr 3 - L4 Yr 6 - L4
	BS3	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	R - L4 Yr 1 - L2, L3 Yr 2 - L4 Yr 3 - L2, L4 Yr 6 - L2
	BS4	How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	Yr 3 - L2, L3, L4 Yr 6 - L4
	BS5	How to recognise when a relationship is harmful or dangerous, including skills for recognizing who to trust and who not to trust.	Yr 3 - L2, L4 Yr 6 - L4
	BS6	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.	Yr 1 - L3, L4 Yr 3 - L2, L3, L4 Yr 6 - L4
	BS7	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.	Yr 1 - L3, L4 Yr 3 - L2, L3 Yr 6 - L4

HEALTH EDUCATION

The following topics from the Health Education guidance are not covered by this resource; Physical Health and Fitness, Healthy Eating, Drugs, Alcohol, Tobacco and Vaping, Health Protection and Prevention, Personal Safety and Basic First Aid. Other aspects from the Health Education guidance are covered as detailed below.



DfE Guidance		Pupils Should Know	Lesson
General Wellbeing	GW3	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.	Embedded throughout. The resource
	GW4	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Embedded throughout. The resource
	GW7	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Yr 3 - L1 Yr 4 - L4 Yr 6 - L4
	GW9	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).	Yr 1 - L4 Yr 3 - L3 Yr 6 - L3
Developing bodies	DB1	About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human life cycle, and puberty should be discussed as a stage in this process	Yr 2 - L2 Yr 4 - L1, L2 Yr 5 - L1, L2, L3 Yr 6 - L1
	DB2	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.	Yr 4 - L2 Yr 5 - L1, L2, L3 Yr 6 - L1
	DB3	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.	Yr 1 - L2 Yr 2 - L3 Yr 3 - L1 Yr 4 - L1, L2 Yr 5 - L1, L2, L3 Yr 6 - L1

DfE Guidance		Pupils Should Know	Lesson
Wellbeing online	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.	Yr 3 - L4 Yr 6 - L4
	WO4	How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	Yr 3 - L4 Yr 6 - L4
	WO5	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	Yr 3 - L4 Yr 6 - L4
	WO7	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.	Yr 6 - L4
	WO8	That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	Yr 3 - L4 Yr 6 - L4
	WO10	How to recognize when a relationship is harmful or dangerous, including skills for recognizing who to trust and who not to trust.	Yr 3 - L4 Yr 6 - L4
	WO11	That they have rights in relation to sharing personal data, privacy and consent.	Yr 3 - L4 Yr 6 - L4

FURTHER GUIDANCE

DfE Guidance	Pupils Should Know	Lesson
Sex Education	Sex education is not compulsory in primary schools, but the DfE 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.	This resource forms a spiralling curriculum of Relationships and Sex Education. Most of the Sex Education content of the resource is in line with the science curriculum or is statutory as part of Relationships or Health education. The exception would be sessions in year 6 which include age-appropriate discussions on adult sexuality and how a baby is conceived and born. (Yr 6 lessons 1 and 3). Schools should make their own assessment of the lesson content, in line with their RSE policy. Parents would need to be given the right to withdraw their children from the two year 6 lessons.
Sharing naked images and online sexual content	In late primary, schools may decide to discuss the pressure to share naked images if this is affecting pupils in the school. There may also be cases, such as when they know that pupils have seen pornography, in which schools may feel the need to discuss online sexual content. Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. Schools should also inform parents of any deviation from their published RSE policy in advance and share any relevant materials with them on request.	Yr 1 - L3 (a lesson on body safety in relation to devices with cameras) Yr 3 - L4 Yr 6 - L4
National Curriculum Science	Key Stage 1 (age 5-7 years) Year 1 pupils should be taught to: • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Yr 1 - L2, Yr 2 - L3, Yr 4 - L1, Yr 5 - L1, L2, L3, Yr 6 - L1
	Year 2 pupils should be taught to: • notice that animals, including humans, have offspring which grow into adults	Yr 2 - L2, Yr 5 - L1, L2, L3, Yr 6 - L1, L3
	Key Stage 2 (age 7-11 years) Year 5 pupils should be taught to: • describe the life process of reproduction in some plants and animals	Yr 5 - L1, L2, L3, Yr 6 - L1, L3
	• describe the changes as humans develop to old age	Yr 4 - L1, Yr 5 - L1, L2, L3, Yr 6 - L1
	Year 6 pupils should be taught to: • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Yr 6 - L1, L3

RSE AND THE LAW

The Education Act 2002 sets out the statutory duties which maintained schools are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'. Academies and free schools are required to meet similar requirements through their funding agreements.

The DfE released updated statutory guidance in July 2025. The guidance covers Relationships and Sex Education (RSE), Relationships Education and Health Education. This update replaces guidance from 2019. The updated statutory guidance will become mandatory in September 2026. The expectations on schools are as follows:

Relationships Education is compulsory in all primary schools (or those pupils receiving primary education) – this includes academies, free schools and independent schools.

Relationships and Sex Education is compulsory in all secondary schools (or those pupils receiving secondary education) — this includes academies, free schools and independent schools.

Health Education is compulsory in all primary and secondary schools (or those pupils receiving primary or secondary education) – this includes all academies and free schools and is required in independent schools through the Independent School Standards.

The DfE recommends that all primary schools have a sex education programme. Sex Education (apart from aspects of the science curriculum) is not compulsory in primary schools.

All schools must have an up-to-date policy for Relationships Education or, where they teach sex education, for RSE. Policies should be developed in consultation with parents, pupils and teachers. The policy must be up to date, freely available and published on the school website.

OFSTED inspects schools against the Education Inspection Framework, which evaluates the quality of education, including curriculum intent, implementation and impact. Inspectors consider whether schools provide a broad and balanced curriculum, meet statutory requirements for Relationships Education, Relationships and Sex Education and Health Education, and promote pupils' personal development, behaviour and welfare. Compliance with statutory guidance and the effectiveness of safeguarding arrangements are key aspects of inspection.

GUIDING PRINCIPALS

The Dfe Guidance from 2025 includes seven Guiding principles for relationships, sex and health education.

Engagement with pupils. As a first step towards the delivery of RSE with a year group teachers are encouraged to carry out a basic needs assessment with their class in order to identify an appropriate curriculum for the group. All lesson plans start with questions or activities that are designed to assess prior knowledge or pupil need. PSHE leads should consider additional ways of engaging with pupils, such as surveys, pupil voice or focus groups.

Engagement and transparency with parents. Schools should ensure that parents know what will be taught and when. They should clearly communicate the fact that parents have the right to request that their child be withdrawn from sex education unless it forms part of statutory Relationships Education and Health Education or the science national curriculum. The school must respect the parent's wish to withdraw their child. It is a good idea to encourage parents/carers to visit the school to view materials and discuss any concerns. Quite often, when parents review the materials and aims of the lessons they realise that there is no need to withdraw their child from RSE.

Schools may decide to share materials via a "parent portal". "When schools make documents available to parents, they should acknowledge the provider's authorship. They should include a statement, that parents agree to as a condition of access, that the content should not be copied or shared further except as authorised under copyright law. Where relevant and possible, IT systems should also be in place to prevent downloading." Dfe guidance 2025

Teaching RSE with Confidence in Primary Schools has been mapped to the science curriculum, Relationships Education and Health Education guidance. Some lessons, mainly in year 6, contain elements of age-appropriate sex education that are non-statutory (for example, how a baby is conceived) which parents/carers could withdraw their children from.

Positivity. The resource takes a positive skills-based approach to RSE, emphasising healthy relationships, emotional literacy and protective behaviours rather than focusing solely on risk. Teachers should create a safe, inclusive environment where pupils can explore ideas confidently, understand their own boundaries and develop the skills needed to navigate growing up with respect and resilience.

GUIDING PRINCIPALS CONTINUED

Engagement with pupils. As a first step towards the delivery of RSE with a year group teachers are encouraged to carry out a basic needs assessment with their class in order to identify an appropriate curriculum for the group. All lesson plans start with questions or activities that are designed to assess prior knowledge or pupil need. PSHE leads should consider additional ways of engaging with pupils, such as surveys, pupil voice or focus groups.

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SEND PUPILS

Schools should ensure the content of the curriculum is accessible to all pupils which may mean that differentiated resources are required. Pupils with SEND can be more vulnerable to exploitation, bullying and other issues. Schools must take into consideration the SEND code of practice.

RELIGION AND BELIEF INCLUDING FAITH SCHOOLS

All teaching must reflect the law as it applies to relationships and schools must comply with the relevant provisions of the Equality Act (2010). Schools with a religious character can teach about their distinctive faith perspectives on relationships.

Tips for teaching RSE with confidence

Below are some comments teachers have made to us about why they lack the confidence to teach RSE:

- What will the parents say if I teach RSE?
- Our governors may not approve
- I'm worried about the type of questions pupils may ask
- Suppose the children ask me personal questions?
- I don't know what language to use
- We have a number of religious and cultural beliefs at our school, how can we be respectful of all of them?
- Is it ok to talk about same sex relationships?
- How do I know what is appropriate to teach?

Tips for possible responses

- Check your school has an up-to-date policy for RSE, this should be approved by governors and parents/carers and will include information on the content and organisation of RSE
- Develop ground rules for RSE with the whole class, refer to them regularly and encourage the pupils to do so
- Use distancing techniques such as pupil questions, case studies and problem pages to help pupils avoid personalising issues
- Agree as a class not to ask personal questions
- Admit if you do not know an answer to a question and find out the answer later
- If a child's question seems inappropriate, agree to discuss it later with the child individually, rather than with the whole class
- Discuss religious and cultural beliefs with the pupils - avoid making assumptions
- Talk about sexuality without promoting any one kind of relationship

ASSESSING LEARNING

Schools should assess the knowledge and understanding pupils gain through the RSE programme. Assessment in PSHE may look different from assessment in other subjects; there is no formal, examined assessment. However, schools should hold the same high expectations for the quality of pupils' thinking, discussion and work as they do across the wider curriculum. Opportunities for pupils to reflect on and evaluate their own learning can be particularly valuable and can inform teacher assessment. Evidence of learning may be captured in a range of ways, including discussions, observations, simple written tasks and evaluations, which can be stored in pupils' PSHE folders. The lessons include suggested informal assessment opportunities, built into activities, to support teachers in identifying pupils' understanding and any misconceptions.

Reception

Lesson	Baseline Assessment	Formative Assessment	Summative Assessment
Lesson 1 Caring Friendships	Initial circle time and passing the Elephant. Feeling Faces activity (happy, sad, shy).	Story discussion. Picture activity identifying children who may feel shy or left out. Whole-class discussion about welcoming others.	Review discussion on ways to welcome someone to the classroom. Ongoing observation of inclusive behaviour in play and routines.
Lesson 2 Being Kind	Circle time routines and turn-taking. Feeling Faces activity (angry, sad, happy).	Story discussion. Whole-class discussion: "What could they have done instead?". Crown-making activity, including shared play.	Circle discussion practising saying sorry. Ongoing observation of how children approach disagreements in everyday play.
Lesson 3 Different Families	Circle time agreement and listening behaviours. Feeling Faces activity (worried, excited, proud).	Story discussion. Small-group work with family picture sets. Family drawing activity and supported talk.	Sharing drawings and discussing how families help each other. Ongoing observation of respectful talk about families.
Lesson 4 My Body, My Choices	Circle time routines and turn-taking. Feeling Faces activity (happy, shy, uncomfortable).	Story discussion. Whole-class discussion about saying yes and no. Practising "yes please/no thank you" using words and actions.	Huggy the Bear circle talk activity. Ongoing observation of children expressing preferences and respecting others' choices.

Year 1

Lesson	Baseline Assessment	Formative Assessment	Summative Assessment
Lesson 1 Different Friends	Observe how children describe what makes a good friend and whether they recognise differences between people	Participation in story discussion and “kindness” drawing task; emotional vocabulary during feeling faces	Children articulate one way to be kind to someone new in final go-round
Lesson 2 Growing and Changing	Discussion about what babies need and what children can now do independently	Responses to story and body parts discussion; correct naming of penis and vulva; lifecycle card task	Children explain one thing they can now do and identify private parts using correct vocabulary
Lesson 3 Body safety (Online and off)	Recall of private body parts and prior learning from Lesson 2	Contributions during story discussion (body privacy on screens); engagement in safety drawing task	Children can state that private parts should stay private, even online, and name a trusted adult
Lesson 4 Families & Care	Initial discussion about family members and who helps us	Responses to story and family photo task; participation in “safe adult” drawing	Children confidently name a safe adult they could talk to and explain why talking helps if worried

Year 2

Lesson	Baseline Assessment	Formative Assessment	Summative Assessment
Lesson 1 Gender Stereotypes	Pair and share: "One way we're different, one thing we both like."	Venn diagram sorting: How do children explain their reasoning? Do they question stereotypes?	Whole-class review: Can pupils give examples of things that boys and girls can both like? Can they spot unfairness?
Lesson 2 Male and Female	Talking object: Favourite animal and what they already know about male/female differences	Table discussion: Can children explain how to tell if an animal or baby is male or female?	Mini quiz responses: Do pupils understand body-based differences and the role of male and female in reproduction?
Lesson 3 Naming Body Parts	Simon Says: Observing understanding of body awareness and naming common parts	Venn diagram activity: Where do children place different body parts and how do they justify it?	Body parts worksheet and review discussion: Can they use correct scientific terms and explain which parts are private?
Lesson 4 My body belongs to me	Question: "What do you think it means that your body belongs to you?"	"What are the clues?" activity: Are children able to identify signs someone does/doesn't want to be touched?	Role-play & circle time: Can children say no clearly, ask for permission, and identify a trusted adult to tell?

Year 3

Lesson	Baseline Assessment	Formative Assessment	Summative Assessment
Lesson 1 Body Differences	Class discussion: What does “unique” mean? What do we remember about male and female bodies from Year 2?	Whole-class Q&A during image discussion and body part naming; Venn diagram activity	Thumbs up/down check: Can you name one male and one female private part? Is it okay to laugh at someone’s body?
Lesson 2 Personal Space and Consent	Review PANTS and Year 1/2 learning: What are private parts? What does “personal space” mean?	Small group discussion of unwanted touch scenarios using guided questions and protective language	Mini-whiteboard or circle talk responses: One way I know someone wants more space is... One safe grown-up I can talk to is...
Lesson 3 Families and People Who Help Us	Class brainstorm: What does “family” mean? Who helps us when we feel sad or unsafe?	Completion of “Who can I talk to?” worksheet with discussion; group exploration of family pictures	Circle round: One person I could talk to if I need help is...; name two types of family
Lesson 4 Staying Safe and Getting Help - Online	Pair and share: How do we communicate online? Do the PANTS rules still apply on screens?	Small group discussion of advice scenarios; feedback using teacher guidance prompts	Circle talk: One thing I can do if I feel worried or unsafe online is... recall and display Childline number

Year 4

Lesson	Baseline Assessment	Formative Assessment	Summative Assessment
Lesson 1 Changes	Group discussion on how our bodies change as we grow. Pupils identify lifecycle stages.	Participation in Body Part Bingo and discussion of physical changes. Use of agreed vocabulary.	Responses to lifecycle quiz. Contributions to final review round.
Lesson 2 What is Puberty?	Pupils share prior knowledge of puberty. Sort examples of physical and emotional changes.	Completion of card sort and worksheet. Contributions to group discussion.	Responses to plenary questions. Contributions to closing reflection.
Lesson 3 Healthy Friendships	Pairs generate qualities of a good friend. Discussion on fairness in friendships.	Sorting of Healthy/Unhealthy friendship cards. Engagement in freeze frame activity and discussion.	Group reflection on resolving disagreement. Responses in final go-round.
Lesson 4 Valuing Difference	Circle talk on identity and what makes us unique. Discussion of fairness and inclusion.	Sorting of statements into kind/unfair. Group responses to upstander scenarios.	Contribution to final reflection. Optional written or creative task

Year 5

Lesson	Baseline Assessment	Formative Assessment	Summative Assessment
Lesson 1 Talking about Puberty	Initial whole-class discussion to gauge prior knowledge of physical and emotional changes Pupil responses during the listing changes activity showing existing understanding or misconceptions.	Paired and whole-class contributions when identifying physical vs emotional changes. Teacher observation of respectful language and confidence when asking questions.	Responses on the Pupil Questions template, showing pupils can identify key puberty changes and ask appropriate questions.
Lesson 2 The Reproductive System	Recap discussion reviewing body parts and puberty changes from Lesson 1. Initial reactions to menstruation and sperm production questions.	Group reasoning during the Puberty Card Game, identifying facts, myths and uncertainties. Verbal explanations of reproductive changes and related feelings.	Pupil ability to accurately explain menstruation or sperm production during feedback or closing round.
Lesson 3 Puberty Help and Support	Recap of previous learning about body changes and feelings to assess retention and confidence.	Participation in Kim's Game discussions demonstrating understanding of hygiene, self-care and emotional wellbeing. Advice given during the Problem Page activity.	Closing round responses naming at least one trusted adult or support option and one way to manage puberty-related changes.
Lesson 4 Respect, Boundaries and Being an Upstander	Recap discussion linking puberty changes to feelings, boundaries and respect.	Observation of group discussions and scenario responses showing understanding of assertive communication, boundaries and upstander behaviour. Contributions during debrief about safety and when to seek help.	Pupil reflections in plenary demonstrating understanding of self-respect, respect for others, and safe upstander actions.

Year 6

Lesson	Baseline Assessment	Formative Assessment	Summative Assessment
Lesson 1 Puberty and reproduction	Pair-and-share recall of puberty changes Initial responses during the body parts game, including use of "unsure"	Contributions during body parts discussion using scientific vocabulary Matching reproduction questions and answers Teacher questioning to address misconceptions	Pupil self-assessment against learning outcomes Written pupil questions showing understanding of puberty and reproduction
Lesson 2 Communication and consent in Relationships	Initial discussion on what makes a good friend Early placement of examples on the healthy - unhealthy scale	Justification of choices on the relationship scale Sorting and discussion of communication and touch cards Verbal explanations of consent using words and body language	Closing sentence stems (e.g. "One thing I now understand about consent is...") Identification of trusted adults for support
Lesson 3 Families, conception and pregnancy	Recap questions linking puberty, consent and relationships Ideas shared during the relationship timeline	Group sequencing of "How does a baby start?" cards Accurate use of scientific language in discussion Teacher questioning during whole-class feedback	End-of-lesson reflections (e.g. "One new fact I've learnt...") Pupil questions demonstrating understanding of conception and consent
Lesson 4 Communication and respect in relationships online	Initial opinions during "Would You Share It?" activity Early card sort decisions (safe / unsafe / depends)	Group reasoning during card sort discussion Responses during the "Advising a friend" activity using the three reflection questions	Plenary statements identifying actions pupils would take if pressured, bullied or shown inappropriate content

USEFUL WEBSITES

www.pshe-association.org.uk

www.sexeducationforum.org.uk

www.kidshealth.org

www.ChildLine.org.uk

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