

RSHE Guidance

2019 vs 2025

Side by Side Comparison



Primary School Key Stage 1-2



Mental Wellbeing (2019)

General wellbeing (2025)

MW1 That mental wellbeing is a normal part of daily life, in the same way as physical health.

MW2 That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

MW3 How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

MW4 How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

MW5 The benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

MW6 Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.

MW7 That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

MW8 That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

GW1 The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

GW2 The importance of promoting general wellbeing and physical health.

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.

GW4 How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

GW5 How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

GW6 That isolation and loneliness can affect children, and the benefits of seeking support.

GW7 That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.

GW8 That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.



Mental Wellbeing (2019)

General wellbeing (2025)

MW9 Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

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).

MW10 That it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

GW10 That it is common to experience mental health problems, and early support can help.



Internet Safety and Harms (2019)

Wellbeing Online (2025)

Health Education

ISH1. That for most people the internet is an integral part of life and has many benefits.

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.

ISH2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices, and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

WO2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

ISH3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

WO3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

ISH4. Why social media, some computer games and online gaming, for example, are age restricted.

WO4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.

ISH5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

WO5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

ISH6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

WO6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

ISH7. Where and how to report concerns and get support with issues online.

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.



Internet Safety and Harms (2019)

Wellbeing Online (2025)

Health Education

WO8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.

WO9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.

WO10. That they have rights in relation to sharing personal data, privacy and consent.

WO11. Where and how to report concerns and get support with issues online.

Physical Health and Fitness (2019)

Physical Health and Fitness (2025)

PHF1 The characteristics and mental and physical benefits of an active lifestyle.

PHF1. The characteristics and mental and physical benefits of an active lifestyle.

PHF2 The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

PHF2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.

PHF3 The risks associated with an inactive lifestyle (including obesity).

PHF3. The risks associated with an inactive lifestyle, including obesity.

PHF4 How and when to seek support including which adults to speak to in school if they are worried about their health.

PHF4. How and when to seek support including which adults to speak to in school if they are worried about their health.



Healthy Eating (2019)

Healthy Eating (2025)

Health Education

HE1 What constitutes a healthy diet (including understanding calories and other nutritional content).

HE1 What constitutes a healthy diet (including understanding calories and other nutritional content).

HE2 The principles of planning and preparing a range of healthy meals.

HE2 The principles of planning and preparing a range of healthy meals.

HE3 The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

HE3 The characteristics of a poor diet and the risks associated with unhealthy eating, including tooth decay and unhealthy weight gain.

HE4 The impact of alcohol on diet and unhealthy weight gain.

Drugs, Alcohol and Tobacco (2019)

Drugs, Alcohol, Tobacco and Vaping (2025)

DAT1 The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

DATV1 The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.



Health and Prevention (2019)

Health Protection and Prevention (2025)

Health Education

HP1 How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

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HP2 About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

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HP3 The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

HP3 The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

HP4 About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

HP4 About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.

HP5 About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

HP5 About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

HP6 The facts and science relating to allergies, immunisation and vaccination.

HP6 The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.



Basic First Aid (2019)

BFA1 How to make a clear and efficient call to emergency services if necessary.

BFA2 Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Basic First Aid (2025)

BFA1 How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.

BFA2 Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Personal Safety (2025)

PS1 About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

PS2 How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Changing Adolescent Body (2020)

CAB1 Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

CAB2 About menstrual wellbeing including the key facts about the menstrual cycle.

Developing Bodies (2025)

DB1 About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

DB2 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.

DB3 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.



Families and People who Care for Me (2019)

Families and People who Care for Me (2025)

F1. That families are important for children growing up because they can give love, security and stability.

F1. That families are important for children growing up safe and happy because they can provide love, security and stability.

F2. 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.

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.

F3. 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.

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 characterised by love and care.

F4. 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.

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.

F5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

F5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

F6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

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Caring Friendships (2019)

Caring Friendships (2025)

CF1. How important friendships are in making us feel happy and secure, and how people choose and make friends.

CF1. How important friendships are in making us feel happy and secure, and how people choose and make friends.

CF2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

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.

CF3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

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.

CF4. 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.

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.

CF5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

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.

CF6. How to manage conflict, and that resorting to violence is never right.

CF7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.



Respectful Relationships (2019)

Respectful, Kind Relationships (2025)

RR1. 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.

RKR1. 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.

RR2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.

RKR2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

RR3. The conventions of courtesy and manners.

RKR3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

RR4. The importance of self-respect and how this links to their own happiness.

RKR4. 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.

RR5. 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.

RKR5. 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.

RKR6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

RKR7. The conventions of courtesy and manners.

RKR8. 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.



Respectful Relationships (2019)

Respectful, Kind Relationships (2025)

RKR9. 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.

RKR10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

RKR11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.



Online Relationships (2019)

Online Safety and Awareness (2025)

OR1. That people sometimes behave differently online, including by pretending to be someone they are not.

OSA1. 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.

OR2. 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.

OSA2. 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.

OR3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

OSA3. 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.

OR4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

OSA4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

OR5. How information and data is shared and used online.

OSA5. 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.

OSA6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.



Being Safe (2019)

Being Safe (2025)

BS1.What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

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.

BS2.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.

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.

BS3.That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

BS3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

BS4.How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

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.

BS5.How to recognise and report feelings of being unsafe or feeling bad about any adult.

BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

BS6.How to ask for advice or help for themselves or others, and to keep trying until they are heard.

BS6. 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.

BS7.How to report concerns or abuse, and the vocabulary and confidence needed to do so.

BS7. 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.

BS8. Where to get advice e.g. family, school and/or other sources.



Secondary School

Key Stage 3-4



Mental Wellbeing (2019)

General wellbeing (2025)

MW1 That mental wellbeing is a normal part of daily life, in the same way as physical health.

MW2 That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

MW3 How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

MW4 How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

MW5 The benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

MW6 Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.

MW7 That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

MW8 That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

GW1 The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

GW2 The importance of promoting general wellbeing and physical health.

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.

GW4 How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

GW5 How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

GW6 That isolation and loneliness can affect children, and the benefits of seeking support.

GW7 That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.

GW8 That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.



Mental Wellbeing (2019)

General wellbeing (2025)

MW9 Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

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).

MW10 That it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

GW10 That it is common to experience mental health problems, and early support can help.



Internet Safety and Harms (2019)

Wellbeing Online (2025)

ISH1. That for most people the internet is an integral part of life and has many benefits.

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.

ISH2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices, and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

WO2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

ISH3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

WO3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

ISH4. Why social media, some computer games and online gaming, for example, are age restricted.

WO4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.

ISH5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

WO5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

ISH6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

WO6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

ISH7. Where and how to report concerns and get support with issues online.

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.



Internet Safety and Harms (2019)

Wellbeing Online (2025)

Health Education

WO8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.

WO9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.

WO10. That they have rights in relation to sharing personal data, privacy and consent.

WO11. Where and how to report concerns and get support with issues online.

Physical Health and Fitness (2019)

Physical Health and Fitness (2025)

PHF1 The characteristics and mental and physical benefits of an active lifestyle.

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PHF2 The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

PHF2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.

PHF3 The risks associated with an inactive lifestyle (including obesity).

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Healthy Eating (2019)

Healthy Eating (2025)

Health Education

HE1 What constitutes a healthy diet (including understanding calories and other nutritional content).

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HE2 The principles of planning and preparing a range of healthy meals.

HE2 The principles of planning and preparing a range of healthy meals.

HE3 The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

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Drugs, Alcohol and Tobacco (2019)

Drugs, Alcohol, Tobacco and Vaping (2025)

DAT1 The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

DATV1 The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.



Health and Prevention (2019)

Health Protection and Prevention (2025)

Health Education

HP1 How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

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HP2 About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

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HP3 The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

HP3 The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

HP4 About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

HP4 About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.

HP5 About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

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BFA1 How to make a clear and efficient call to emergency services if necessary.

BFA2 Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

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BFA1 How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.

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PS1 About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

PS2 How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

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CAB1 Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

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DB1 About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

DB2 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.

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Families and People who Care for Me (2019)

Families and People who Care for Me (2025)

F1. That families are important for children growing up because they can give love, security and stability.

F1. That families are important for children growing up safe and happy because they can provide love, security and stability.

F2. 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.

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.

F3. 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.

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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.

F5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

F5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

F6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

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Caring Friendships (2019)

Caring Friendships (2025)

CF1. How important friendships are in making us feel happy and secure, and how people choose and make friends.

CF1. How important friendships are in making us feel happy and secure, and how people choose and make friends.

CF2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

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.

CF3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

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.

CF4. 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.

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.

CF5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

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.

CF6. How to manage conflict, and that resorting to violence is never right.

CF7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.



Respectful Relationships (2019)

Respectful, Kind Relationships (2025)

RR1. 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.

RKR1. 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.

RR2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.

RKR2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

RR3. The conventions of courtesy and manners.

RKR3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

RR4. The importance of self-respect and how this links to their own happiness.

RKR4. 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.

RR5. 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.

RKR5. 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.

RKR6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

RKR7. The conventions of courtesy and manners.

RKR8. 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.



Respectful Relationships (2019)

Respectful, Kind Relationships (2025)

RKR9. 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.

RKR10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

RKR11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.



Online Relationships (2019)

Online Safety and Awareness (2025)

OR1. That people sometimes behave differently online, including by pretending to be someone they are not.

OSA1. 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.

OR2. 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.

OSA2. 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.

OR3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

OSA3. 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.

OR4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

OSA4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

OR5. How information and data is shared and used online.

OSA5. 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.

OSA6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.



Being Safe (2019)

Being Safe (2025)

BS1.What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

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.

BS2.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.

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.

BS3.That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

BS3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

BS4.How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

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.

BS5.How to recognise and report feelings of being unsafe or feeling bad about any adult.

BS5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

BS6.How to ask for advice or help for themselves or others, and to keep trying until they are heard.

BS6. 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.

BS7.How to report concerns or abuse, and the vocabulary and confidence needed to do so.

BS7. 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.

BS8. Where to get advice e.g. family, school and/or other sources.