

## RSHE Objectives 2026

### Relationships Education (Primary)

<b>Families and people who care for me</b>			
	<b>Objective</b>	<b>Y1/Y3/Y5</b>	<b>Y2/Y4/Y6</b>
<b>1</b>	That families are important for children growing up safe and happy because they can provide love, security and stability.		Unit 5: Families, Friendships and Relationships
<b>2</b>	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.		
<b>3</b>	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.		
<b>4</b>	That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.		
<b>5</b>	That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		
<b>6</b>	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.		

<b>Caring friendships</b>			
	<b>Objective</b>	<b>Y1/Y3/Y5</b>	<b>Y2/Y4/Y6</b>
<b>1</b>	How important friendships are in making us feel happy and secure, and how people choose and make friends.	Unit 1: Happiness, Positivity and Feeling Special	
<b>2</b>	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.		
<b>3</b>	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.		
<b>4</b>	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.		
<b>5</b>	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.		

6	How to manage conflict, and that resorting to violence is never right.		
7	How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.		

<b>Respectful, kind relationships</b>								
	<b>Objective</b>	<b>Y1/Y3/Y5</b>	<b>Y2/Y4/Y6</b>					
1	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	Unit 2: Emotions, Feelings and Friends	Unit 3: Earning, Saving and Spending (CrL focus)					
2	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.		Unit 2: Emotions, Feelings and Friends					
3	How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.			Unit 2: Emotions, Feelings and Friends				
4	Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.				Unit 2: Emotions, Feelings and Friends			
5	That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.					Unit 2: Emotions, Feelings and Friends		
6	Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.						Unit 2: Emotions, Feelings and Friends	
7	The conventions of courtesy and manners.							Daily focus throughout school values and ethos
8	The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	Unit 4: Individuality, Independence and Assertiveness						
9	The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	See Torbay Online Safety Curriculum						
10	What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	Unit 3: Choices, Decisions and Democracy						
11	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.							

<b>Online safety and awareness</b>			
	<b>Objective</b>	<b>Y1/Y3/Y5</b>	<b>Y2/Y4/Y6</b>
<b>1</b>	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.	See Torbay Online Safety Curriculum	
<b>2</b>	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.		
<b>3</b>	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.		
<b>4</b>	The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.		
<b>5</b>	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.		
<b>6</b>	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.		

<b>Being safe</b>			
	<b>Objective</b>	<b>Y1/Y3/Y5</b>	<b>Y2/Y4/Y6</b>
<b>1</b>	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.	See Torbay Online Safety Curriculum	
<b>2</b>	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.	Unit 4: Individuality, Independence and Assertiveness	
<b>3</b>	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.		

4	How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	See Torbay Online Safety Curriculum	
5	How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	Unit 5: Being Safe and Asking for Help	
6	How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	See Torbay Online Safety Curriculum	
7	How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Unit 5: Being Safe and Asking for Help	Unit 1: Citizenship, Responsibility and Leadership

## **Sex Education (Primary)**

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30. Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

31. Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

[https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships\\_education\\_relationships\\_and\\_sex\\_education\\_and\\_health\\_education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf)

## Health and Wellbeing (Primary)

<b>General wellbeing</b>			
	<b>Objective</b>	<b>Y1/Y3/Y5</b>	<b>Y2/Y4/Y6</b>
<b>1</b>	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.		Unit 6: Changes Transitions and Maintaining Positivity (Second part of Unit)
<b>2</b>	The importance of promoting general wellbeing and physical health.		
<b>3</b>	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.		
<b>4</b>	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.		
<b>5</b>	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.		
<b>6</b>	That isolation and loneliness can affect children, and the benefits of seeking support.		
<b>7</b>	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Anti Bullying Week	
<b>8</b>	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.		Unit 5: Families, Friendships and Relationships
<b>9</b>	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).	See Torbay Online Safety Curriculum	
<b>10</b>	That it is common to experience mental health problems, and early support can help.	Hello Yellow Day	

<b>Wellbeing online</b>			
	<b>Objective</b>	<b>Y1/Y3/Y5</b>	<b>Y2/Y4/Y6</b>
<b>1</b>	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.	See Torbay Online Safety Curriculum	

2	Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	
3	The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	
4	How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	
5	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	
6	The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	
7	How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	
8	That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	
9	How to understand the information they find online, including from search engines, and know how information is selected and targeted.	
10	That they have rights in relation to sharing personal data, privacy and consent.	
11	Where and how to report concerns and get support with issues online.	

<b>Physical health and fitness</b>			
	<b>Objective</b>	<b>Y1/Y3/Y5</b>	<b>Y2/Y4/Y6</b>
1	The characteristics and mental and physical benefits of an active lifestyle.	Unit 6: Growing Up, Staying Healthy and Making Ambitions (Second part of Unit)	
2	The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.		
3	The risks associated with an inactive lifestyle, including obesity.	Unit 4: Trade, Food Growing	
4	How and when to seek support including which adults to speak to in school if they are worried about their health.		

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<b>Healthy eating</b>			
	<b>Objective</b>	<b>Y1/Y3/Y5</b>	<b>Y2/Y4/Y6</b>
<b>1</b>	What constitutes a healthy diet (including understanding calories and other nutritional content).		Unit 4: Trade, Food Growing and Fairness
<b>2</b>	Understanding the importance of a healthy relationship with food.		
<b>3</b>	The principles of planning and preparing a range of healthy meals.		
<b>4</b>	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).		

<b>Drugs, alcohol, tobacco and vaping</b>			
	<b>Objective</b>	<b>Y1/Y3/Y5</b>	<b>Y2/Y4/Y6</b>
<b>1</b>	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.		Unit 2: Following the Law, Staying Safe and Overcoming Peer Pressure

<b>Health protection and prevention</b>			
	<b>Objective</b>	<b>Y1/Y3/Y5</b>	<b>Y2/Y4/Y6</b>
<b>1</b>	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Unit 6: Growing Up, Staying Healthy and Making Ambitions (Second part of Unit)	
<b>2</b>	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Unit 5: Being Safe	

		and Asking for Help	
3	The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	Unit 6: Growing Up, Staying Healthy and Making Ambitions (Second part of Unit)	
4	About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.		
5	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	World Health Organisation – World AMR Awareness Week - See information shared by Public Health via PDPN on Torbay Healthy Learning	
6	The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.		

### Personal safety

	Objective	Y1/Y3/Y5	Y2/Y4/Y6
1	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Unit 4: Individuality, Independence and Assertiveness	
2	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.		Unit 2: Following the Law, Staying Safe and Overcoming Peer Pressure

### Basic first aid

	Objective	Y1/Y3/Y5	Y2/Y4/Y6
1	How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Unit 5: Being Safe and Asking for Help	
2	Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.		

## Developing bodies

	Objective	Y1/Y3/Y5	Y2/Y4/Y6
1	About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.		Unit 6  Using 'The Christopher Winter Project - Teaching RSE with Confidence in Primary Schools (6th Edition)'
2	The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts		
3	The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.		