

The 2025 RSHE statutory guidance: Updates and Curriculum Amendments

The 2025 RSHE guidance provides more detailed and specific statements about what children should be taught as we prepare them for the opportunities and responsibilities of adult life. Primary School enhanced teaching focuses on respectful and kind relationships, on-line safety and awareness, social and emotional development and help-seeking guidance. As part of Health Education, teaching now includes menstrual periods in Year 3 (as part of the introduction of puberty for boys and girls) and the Sex Education is updated, as detailed in the table below, with non-statutory teaching removed in Year 4 and now only taught in Year 5 and Year 6.

Specific areas of curriculum enhancement in Jigsaw, as a result, are:

Safety Education (Personal):

- The Safety STAR framework (Stop, Think, Assess, React) – a consistent decision-making tool used across multiple age groups and contexts
- New safety-focused lessons covering fire safety, road safety, railway safety, and water safety
- Safety content, especially throughout Healthy Me – on recognising and responding to risks
- Peer influence content to help children recognise and respond to pressure in safety contexts

Online Safety and Digital Literacy:

- How search engines rank and select results
- Teaching about how online content is selected and targeted
- Enhanced SMARRT rules with Safety STAR integration
- Updated content on AI technology and automatic filters (e.g. in body image lessons)
- Strengthened content on digital spending risks, in-game purchases, and keeping personal information safe
- Updated content on the permanent nature of digital content and legal implications

Health Protection and Prevention

Physical Health:

- Strengthened content on vaccinations, viruses and sun safety
- Added nicotine pouches alongside smoking and vaping content
- Enhanced content on peer and media influence (including social media)

- Added content linking lifestyle choices to early signs of illness

Personal Hygiene:

The guidance places greater emphasis on personal hygiene.

- Enhanced content in Healthy Me and Changing Me around personal hygiene including a new lesson for Ages 7-8 (Year 3)
- Enhanced bacteria and virus content, starting in the younger age groups
- Strengthened dental health and handwashing content throughout
- Restructured puberty content to allow for more content on seeking support and to create space for hygiene education

Relationships and Safeguarding:

- Enhanced messaging on persistent help-seeking ("keep telling until someone helps") and to support children at all ages to identify who this might be
- Encouraged children to identify multiple trusted adults (their 'inner circle') so they feel confident to keep asking for help
- The distinction between 'worry secrets' and 'good secrets'
- Enhanced signposting to support services including Childline
- Treating others fairly and understanding protected characteristics

Financial Education

While the statutory guidance focuses specifically on digital spending and financial harm, Jigsaw has taken the opportunity to refresh their financial capability content more broadly, covering both offline and online contexts, including:

- A new lesson on money and spending at Ages 9-10
- Additional content on digital spending risks and attitudes to saving/spending
- Strengthened critical thinking about how **jobs**/careers are portrayed in media

Identity

Belonging:

Enhanced content to support children's understanding of identity and their place within families and friendships:

- New lessons at Ages 8-9 exploring personal identity ('Unique Me') and family structures ('Being Part of a Family')
- Normalising loneliness and supporting children to reconnect when they feel isolated
- Strengthened content on diverse family types and caring friendships
- Enhanced self-esteem and self-worth content

Sex Education:

- Removed sex education content from Ages 8-9 (Year 4) – sex education now begins in Year 5.
- Updated puberty content from Year 3 onwards to contain less sex education content
- Clearer separation between statutory content and non-statutory sex education

Appendix 1: Curriculum Map with enhancement and changes

YEAR GROUP	TERM	TOPIC/THEME DETAILS	ENHANCEMENTS AND CHANGES
YEAR 3	Autumn 1 Being Me in My World	• Setting personal goals • Self-identity and worth • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices and respectful behaviour • Seeing things from others' perspectives	• Pride as a positive emotion • Developing courtesy and good manners • Safety: Identifying fears and worries and identifying trusted adults they can talk to • Feelings of loneliness/exclusion – help-seeking guidance • Assertive vs. controlling behaviour
	Autumn 2 Celebrating Differences	• Families and their differences • Family conflict and how to manage it (child centred) • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments	• Help-seeking guidance (including for loneliness) • Family support • Who to talk to when worried and when to ask for help • Supporting friends • Conflict resolution • Addressing stereotypes • Name-calling and exclusion can lead to loneliness and isolation
	Spring 1 Dreams and Goals	• Difficult challenges and achieving success • Dreams and ambitions • New challenges • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Managing feelings • Simple budgeting	• Self-respect and happiness • Respecting others • Spending time outdoors, health promotion • Safe choices for health and well-being • Water safety • Communities and careers
	Spring 2 Healthy Me	• Exercise • Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs	• Positive relationships with food • Early signs of illness • Help-seeking guidance • Feelings around making decisions • Who to talk to when you are worried

		• Keeping safe and why it's important online and off-line scenarios • Respect for myself and others • Healthy and Safe choices	• Water Safety Code – Safety STAR (Stop, Think, Assess, React)
	Summer 1 Relationships	• Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends	• Normalising loneliness • Courtesy and manners – in-person and online • Online friendship challenges • Global connections – Media literacy, critical thinking • Social media age limits – privacy, location settings, personal information protection • Inappropriate content – help-seeking guidance • Challenging stereotypes
	Summer 2 Changing Me	• How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition	• Introducing puberty – What I can/cannot control • Keeping ourselves clean • Close ups of both Male and Female internal productive system • Using correct names for body parts • Concerns – help-seeking guidance

YEAR GROUP	TERM	TOPIC/THEME DETAILS	ENHANCEMENTS AND CHANGES
YEAR 4	Autumn 1 Being Me in My World	• Being part of a class team • How does it feel to belong or to be left out • Being a school citizen • Rights, responsibilities and democracy (school council) • Rewards and consequences • Group decision-making • Having a voice • What motivates behaviour	• Respect and courtesy in teamwork • Help-seeking guidance • Equal value of all school contributions • Pride and self-respect • Inclusivity • Respecting others despite differences • Peaceful conflict resolution • Well-being and healthy choices
	Autumn 2 Celebrating Differences	• Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions	• Treating others fairly with kindness and respect • Help-seeking advice • How media, news and online sources shape thinking • Recognising uncomfortable feelings and emotional responses • Empathy, reducing judgements
	Spring 1 Dreams and Goals	• Hopes and dreams • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes and encouragement	• Broken dreams and self-esteem • Risk, safety, courage • Trying new things • Courtesy and manners • Including others through respectful behaviour
	Spring 2 Healthy Me	• Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness	• Loneliness – who to talk to • What to share with whom • Staying safe with friends – peer influence and pressure • Train Safety • Vaping

		• Peer pressure • Celebrating inner strength	• Help-seeking guidance – Role of family to support • Making safer choices – feelings related to peer influence and pressure
	Summer 1 Relationships	• Jealousy • Love and loss • Memories of loved ones • Getting on and Falling Out • Girlfriends and boyfriends • Showing appreciation to people and animals	• Jealousy and conflict • Managing difficult feelings • Critical thinking: on-line and real life content • Family support during loss • Feelings are temporary and change over time • Friendship changes and loneliness • Help-seeking guidance • Challenging media messages about having a boyfriend or girlfriend • Importance of family relationships
	Summer 2 Changing Me	• Being unique • Having a baby (non-statutory) • Girls and puberty • Confidence in change • Accepting change • Preparing for transition • Environmental change	• Puberty and menstruation • Being part of a family – Trusted adults • What I can/cannot control. • Asking for help is a strength

YEAR GROUP	TERM	TOPIC/THEME DETAILS	ENHANCEMENTS AND CHANGES
YEAR 5	Autumn 1 Being Me in My World	• Planning the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice, participating	• Self-respect • Courtesy, manners and respectful behaviour during conflicts • Loneliness and belonging
	Autumn 2 Celebrating Differences	• Cultural differences and how they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures	• Assumptions and stereotypes • Cultural identity • Kindness, inclusion and curiosity • Direct and indirect bullying • Inclusion
	Spring 1 Dreams and Goals	• Future dreams • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others (charity) • Motivation	• Self-esteem and identity • Keeping track of money – saving and spending • Critical thinking about on-line information • Personal strengths and qualities • Children’s rights • Technology – opportunities and challenge
	Spring 2 Healthy Me	• Smoking, including vaping • Alcohol • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices	• Nicotine patches • Early signs of illness • Influences (marketing, social media) • Feelings in time of emergency • Safety STAR • Social Media – Minimum age • Balanced diet, reliable sources of information

		• Motivation and behaviour	• Advertising of less healthy food – informed choices • Healthy lifestyle: Physical Health, Mental Well-being and positive relationships • Responsible and safe media use
	Summer 1 Relationships	• Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMARRT internet safety rules	• Friendship changes, feeling lonely is common • Assertive vs. controlling • Social Media: Age 13+ legal restriction • Kind vs. neglecting needs • Help-seeking guidance • Risk of image sharing, location safety settings • Support systems • Critical thinking – online hoaxes + AI generated content
	Summer 2 Changing Me	• Self- and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (including IVF) (non-statutory) • Growing responsibility • Coping with change • Preparing for transition	• Puberty for girls and boys: ejaculation removed • Considering media representations • Where to find support

YEAR GROUP	TERM	TOPIC/THEME DETAILS	ENHANCEMENTS AND CHANGES
YEAR 6	Autumn 1 Being Me in My World	• Identifying goals for the year • Global citizenship • Children's universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling	• Added secondary school transition focus to hopes and fears discussions • Enhanced resilience concepts • Support identification and trusted adult guidance • Enhanced themes of stereotypes and racism • Courtesy and manners concepts • Respectful classroom environment • Enhanced safe adult identification and support systems • Enhanced hazard/risk identification, prevention and online safety discussions • Added trusted adult emphasis and strengthened safety reporting procedures
	Autumn 2 Celebrating Differences	• Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy	• Discrimination, protected characteristics • Fairness, belonging, respect • Help-seeking guidance and persistence when not heard • UK Equality Act
	Spring 1 Dreams and Goals	• Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments	• Steps to success • News anxiety and support • Global Issues • Cooperate, collaborate, role, strategy, support, awareness, safety, rescue, prevention • Teamwork • Accomplishments
	Spring 2 Healthy Me	• Taking personal responsibility • How substances affect the body • Exploitation, including 'county lines' and gang culture • Emotional and mental health • Managing stress	• Early signs of illness • Personal hygiene, sun protection, viruses, vaccinations • When to get further help • Early signs of poor mental health • Help-seeking guidance

			• Loneliness
	Summer 1 Relationships	• Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use	• Isolation and loneliness • Early warning signs • Help for others – seeking adult help • Assertive communication • Polite, but firm language • Courtesy and good manners • Social media and AI awareness
	Summer 2 Changing Me	• Self-image • Body image • Puberty and feelings • Conception to birth (non-statutory) • Reflections about change • Physical attraction (non-statutory) • Respect and consent • Boyfriends/girlfriends (non-statutory) • Sexting transition	• Media influences and consumer pressure • Personal hygiene during puberty • Real Self Vs Ideal Self • The Year Ahead – looking after yourself • Sexting - Loss of control over personal information

Appendix 2: Relationship Education: By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up safe and happy because they can provide love, security and stability • The characteristics of safe and happy healthy 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 • 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 • That stable, caring relationships, which may be of different types, are at the heart of safe and happy families and are important for children's security as they grow up • That marriage and civil partnerships represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • 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. • 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. • The characteristics of friendships that lead to happiness and security, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • 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 • 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 • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful and kind relationships	• 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. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • 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. • 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. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who 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 • Practical steps they can take and skills they can develop in a range of different contexts to improve or support respectful their relationships • The conventions of courtesy and manners • 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. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. • 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 • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

	• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online • 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. • 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. • 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. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • 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. • 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	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. whom they do not know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to recognise and report feelings of being unsafe or feeling bad about any adult

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

- 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