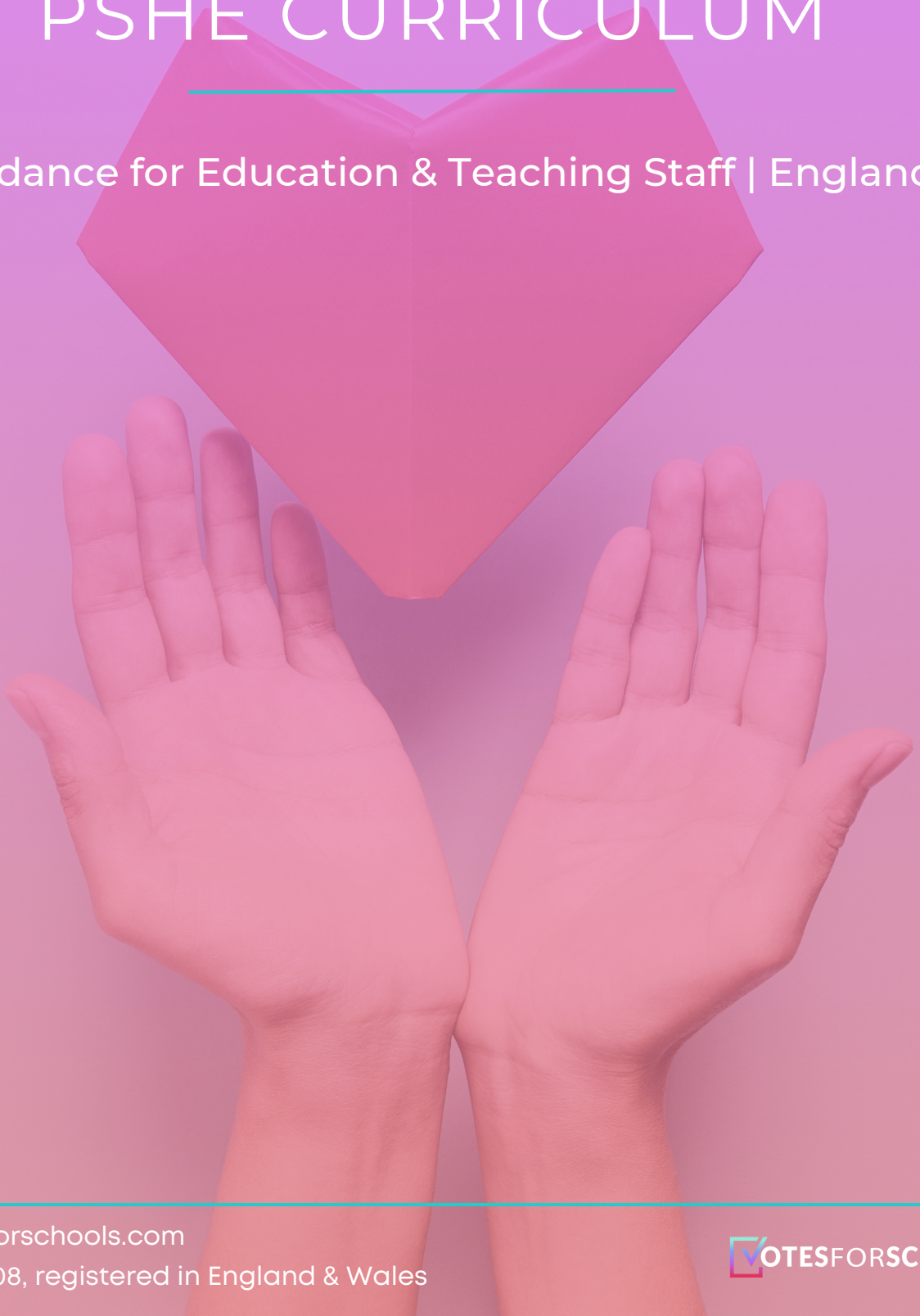


VOTESFORSCHOOLS & THE PRIMARY RSHE & PSHE CURRICULUM

Guidance for Education & Teaching Staff | England



CONTENTS

This document outlines how VotesforSchools supports schools in delivering statutory RSHE provision and wider PSHE objectives for children aged 5-11 (**Primary schools**). Use the contents below to find the information you need.

For the purposes of this document, “students” is used as a catch-all term for pupils/learners/children/young people; “staff” is used to denote any group of educational professionals (e.g. teachers, tutors etc), and “schools” is used to refer to any type of educational setting.

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For information on other areas of the curriculum that VotesforSchools supports, including SMSC, British Values, the UNCRC and the UN SDGs, check out the guidance documents on the Teacher Dashboard.

WHAT IS STATUTORY?

The PSHE curriculum as a whole is split into two sections. Section 1 is Relationships (Sex) Health Education (RSHE). The objectives in this section are statutory, meaning schools are legally compelled to teach them. **VotesforSchools** offers full coverage of Section 1 for Primary schools.



Section 2 relates to Economic Wellbeing and Careers Education. All schools are still expected to cover these objectives as part of an effective and comprehensive PSHE curriculum. **VotesforSchools** primarily supports Section 2 through weekly VoteTopics delivered across the academic year. Find out more [here](#).



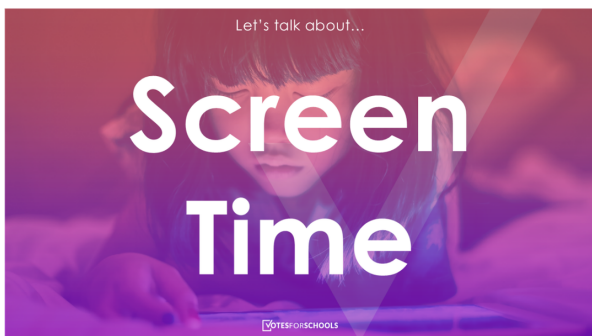
HOW DOES IT WORK?

From September 2026, VotesforSchools' resources offer **100% coverage of statutory RSHE curriculum objectives**, as per the Government guidance issued in July 2025. In developing our mapping, we used the PSHE Association's Programme of Study.

5-7 weekly VoteTopic



7-11 weekly VoteTopic



5-7 additional RSHE resource

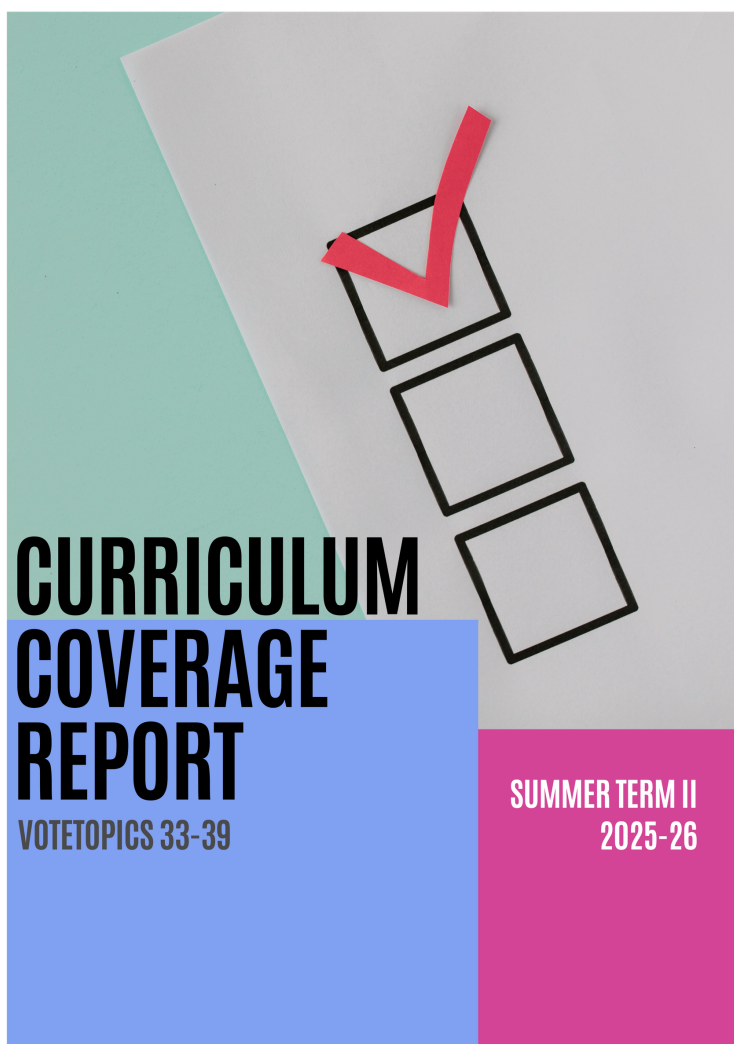


7-11 additional RSHE resource

This is achieved through a combination of [weekly VoteTopics](#) and additional [RSHE materials](#), all of which are available to download on the VfS platform. But the coverage doesn't stop there. Week by week and term by term, we continue to support and reinforce the wider [PSHE curriculum](#).

HOW IT WORKS | WEEKLY RSHE TRACKING

All of our weekly VoteTopics are mapped to specific statutory RSHE criteria. This is displayed in the VotePacks on the platform - simply click “View VotePack” and scroll down to see the extent of coverage for that week. You can use these weekly guides to refer to during inspections or to help you plan future provision. Our VoteTopic archive is also searchable by RSHE theme, if you are looking for something more general.



Plus, every half term, we issue **Curriculum Coverage Reports** that collate all criteria into one document. This includes the RSHE objectives covered by each weekly VoteTopic.

The overviews are added to the platform and sent to all members of staff subscribed to our weekly mailing list. Staff can then tick off the topics covered knowing the relevant objectives were met.

HOW IT WORKS | ADDITIONAL RSHE RESOURCES

We know our schools use VotesforSchools in a **variety of ways**, from current affairs education to enhancing their weekly PSHE provision. Our weekly VoteTopics are centered around **real-life issues** and will inherently meet many areas of the PSHE curriculum. But, they do not **alone** offer comprehensive coverage of the RSHE curriculum.

To ensure full coverage of RSHE, we have created **additional resources** for each Key Stage to help staff deliver lessons on tough-to-teach areas in an age-appropriate way at a time that suits you and your students.



All schools are different, and all classes will have different needs throughout the academic year. However, if you need support in planning delivery of the statutory RSHE resources, please use the [suggested \(and printable\) sequencing at the end of this document for support](#). It is organised by phase and highlights which themes are covered by our additional resources.

EMBEDDING RSHE

Whether you are using our weekly VoteTopics or our additional RSHE resources, the RSHE objectives are revisited and embedded consistently and effectively across themes and age groups.

VotesforSchools does this in three key ways. Click on each key word in bold to read a definition of what we mean.

- **In-built skills development:** The programme as a whole helps students to develop skills, attitudes, and approaches relevant to RSHE education;
- **Putting real-life issues in context:** Weekly materials (VoteTopics) support students to situate topics such as mental wellbeing, online safety and the law in a real-world context;
- **In-depth RSHE coverage:** Additional, specially-designed RSHE materials provide staff with the opportunity to explore curriculum themes in greater depth with students.

IN-BUILT SKILLS DEVELOPMENT

VotesforSchools supports personal development across all its resources, and this includes its coverage of RSHE objectives. While some objectives are more specific, there are many that are built into all VotesforSchools resources.

A prime example is: “how to respectfully express their likes, dislikes and needs, and listen to other people” (KS1, Respecting self and others).

Each of the 39 VoteTopics covered during the academic year, as well as the additional resources, will help build a deeper understanding of how to discuss and debate big issues respectfully, as every week students get the opportunity to put this into practice in relation to a range of topical issues.

VotesforSchools’ **in-built** RSHE objectives for KS1 are as follows:

KS1 | Respecting self and others

1. what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging
2. that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things
3. how to respectfully express their likes, dislikes and needs, and listen to other people
4. ways to show politeness and respect
6. how to share, take turns and include others

KS1 | Respecting self and others (*cont'd*)

7. about kind and unkind behaviour; that someone's actions and words can be hurtful

KS1 | Mental health and wellbeing

1. how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly

3. that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses

8. who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help

KS1 | Safe relationships: consent, boundaries and trust

1. when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully

5. what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult

8. what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard

KS1 | Friendships

4. simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument

KS1 | Online life and safety

- 1. different ways people use the internet in everyday life
- 3. how the internet and digital devices can be used to safely and respectfully communicate with others
- 9. how to tell a trusted adult if they have worries about something online

VotesforSchools' **in-built** RSHE objectives for KS2 are as follows:

KS2 | Families

- 9. what to do and who to talk to if someone is worried about their family or feels unsafe

KS2 | Respecting self and others

- 10. the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others
- 11. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect
- 13. how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling
- 14. ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise
- 15. how to respond to situations where they experience disappointment or frustration with others

KS2 | Mental health and wellbeing

- 12. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses
- 16. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events)
- 21. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school

KS2 | Safe relationships: consent, boundaries and trust

- 19. how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard

KS2 | Friendships

- 7. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate
- 11. strategies for recognising and managing peer influence and the desire for peer approval in friendships

KS2 | Online life and safety (Understanding the internet)

- 10. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online
- 14. what AI is (including generative AI) and where it might be encountered in everyday life

KS2 | Online life and safety (Risks, rules and wellbeing online)

17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing

21. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online

KS2 | Online life and safety (Safe and respectful behavior online)

23. that the same principles about how to treat others apply in all contexts, including online

29. the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online

PUTTING REAL-LIFE ISSUES IN CONTEXT

Through the weekly VoteTopics, students have **regular opportunities to explore sensitive and personal issues** from across the RSHE (and wider PSHE) curriculum through a real-life lens. This supports them in having open and honest discussions about their experiences while simultaneously making the PSHE curriculum relevant and engaging.

For example, our VoteTopic on “Should people use AI chatbots for advice?” gave real-life context to many of the objectives outlined in both the Mental health and wellbeing and Online life and safety themes in the RSHE curriculum. Similarly, our VoteTopic on “Is it easy to get on well together?” aligned with the themes of Respecting self and others and Friendships.

In recognition of each VoteTopic’s links with the RSHE curriculum, all previous VoteTopics are searchable by theme to support staff in finding appropriate resources for their school.

Reminder: *You can search weekly resources by RSHE theme on the VotesforSchools platform by visiting Previous VoteTopics and using the theme dropdown menu.*

IN-DEPTH RSHE COVERAGE

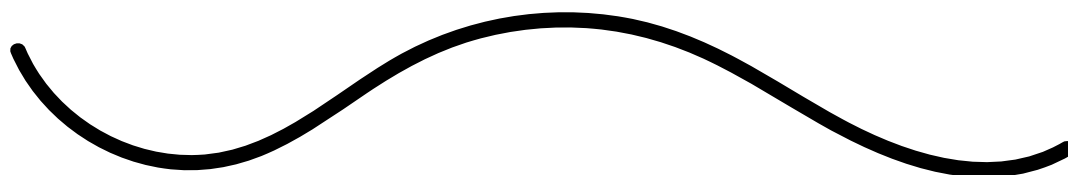
While our weekly VoteTopics look at a current issue in detail, our additional resources offer **in-depth RSHE coverage** for key areas of the curriculum and the specific issues that constitute these. This allows staff to pre-plan when they deliver a lesson on a sensitive topic according to their school's needs.

Female Genital Mutilation (FGM) is a topic that schools will deliver lessons on according to the makeup of their community. The additional RSHE lesson on FGM directly addresses the KS2 objective “that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk”, while also linking to other areas of the Safe relationships: consent, boundaries and trust theme.

The RSHE lessons are planned specifically with the in-depth coverage of this topic in mind, supporting holistic understanding from students and helping staff to feel confident that this objective is being met. The lesson outline below shows how this works:

1. Introduction to the idea of culture and cultural practices

3. Cultural practice examples and those at risk of FGM



2. Exploration of British multiculturalism, British law, and FGM

4. Guidance on telltale signs, those most at risk and signposting

SUPPORTING EFFECTIVE RSHE DELIVERY

Anxiety around delivering effective, age-appropriate RSHE provision while not causing issues for students or parents & carers in the school community is at an all-time high.

However, VotesforSchools is committed to helping students and staff understand the most pressing issues of the day in a way that is **accessible, non-judgmental and inclusive**.

All **resources are developed by former teachers** with extensive classroom experience and in-depth understanding of the RSHE curriculum. They are **aware of the limitations posed by a range of different pedagogical and social factors**, and ensure these are acknowledged and accommodated as much as possible in the resources.

As with any resources, their **use is entirely at staff & schools' discretion**, and there is no obligation to deliver lessons that are not appropriate for your setting for any reason. The VotesforSchools archive provides **access to over 200 previous resources** should you need to revisit a specific topic or hit pause on a more challenging current one.

When the more challenging issues embedded in the RSHE curriculum - bereavement, county lines, discrimination - are covered, **students and staff are provided with signposting about who to speak to if they have any concerns**. This helps to build a culture of open conversation between students, staff and the wider school community.

BEYOND RSHE | THE PSHE CURRICULUM

As mentioned, VotesforSchools is used by many schools to not only support statutory RSHE objectives, but the wider PSHE curriculum. Our VoteTopics regularly explore topics relating to economic wellbeing and careers education.

The weekly resources inherently support students in considering - and honing - their strengths, achievements, interests and skills. The discussion-based nature of the lessons also gives them access to opinions and experiences outside of their own. Both of these elements help to create well-rounded, thoughtful and articulate students who feel confident in their abilities and strive towards more ambitious aspirations as they go through school; the desired outcomes of any robust and effective PSHE curriculum.

***Reminder:** If you or your students would like to submit a topic on these themes - or on any of the others addressed in this document - please email primary@votesforschools.com.*

Being online (Part 1)	Friendships	Looking after your teeth	Hygiene	Respect & manners	Being me	
						Families
				✓	✓	Respecting self & others
						Mental health & wellbeing
						Safe relationships: consent, boundaries & trust
		✓	✓			Keeping healthy & well
	✓			✓		Friendships
						Physical activity & nutrition
						Changing & growing up
						Personal safety & first aid
						Drug education
✓						Online life & safety

Moving year group	Staying safe at home	Trusted adults	Sun safety	Families	Medicine	
		✓		✓		Families
						Respecting self & others
✓						Mental health & wellbeing
		✓				Safe relationships: consent, boundaries & trust
			✓			Keeping healthy & well
						Friendships
						Physical activity & nutrition
						Changing & growing up
	✓					Personal safety & first aid
					✓	Drug education
						Online life & safety

Growing up	Boundaries	Bullying	Managing big feelings	Keeping secrets	Different feelings	
						Families
		✓			✓	Respecting self & others
			✓		✓	Mental health & wellbeing
	✓			✓		Safe relationships: consent, boundaries & trust
						Keeping healthy & well
	✓	✓				Friendships
						Physical activity & nutrition
✓						Changing & growing up
						Personal safety & first aid
						Drug education
						Online life & safety

Healthy diet	Staying safe outside	Emergencies	Sleep	Screen time	Being online (Part 2)	
						Families
						Respecting self & others
						Mental health & wellbeing
						Safe relationships: consent, boundaries & trust
✓			✓			Keeping healthy & well
						Friendships
✓						Physical activity & nutrition
						Changing & growing up
	✓	✓				Personal safety & first aid
						Drug education
				✓	✓	Online life & safety

	Families	Respecting self & others	Mental health & wellbeing	Safe relationships: consent, boundaries & trust	Keeping healthy & well	Friendships	Physical activity & nutrition	Changing & growing up	Personal safety & first aid	Drug education	Online life & safety
Change & loss			✓								
Your body				✓							
Exercise					✓		✓				

Dental health	Staying safe	Friendships & trust	Respect & manners	Close positive relationships	Different families	
		✓		✓	✓	Families
			✓			Respecting self & others
						Mental health & wellbeing
				✓		Safe relationships: consent, boundaries & trust
✓						Keeping healthy & well
		✓		✓		Friendships
						Physical activity & nutrition
						Changing & growing up
	✓					Personal safety & first aid
						Drug education
	✓					Online life & safety

Personal identity	Looking after mind & body	Transition & change	Big emotions	Sun safety	Sleep	
		✓				Families
✓			✓			Respecting self & others
	✓		✓			Mental health & wellbeing
						Safe relationships: consent, boundaries & trust
	✓			✓	✓	Keeping healthy & well
						Friendships
						Physical activity & nutrition
						Changing & growing up
						Personal safety & first aid
						Drug education
						Online life & safety

Self-safeguarding	Failure & resilience	Loneliness	First aid (Part 1): Basic first aid	Bullying & hurtful behaviour	Boundaries	
						Families
						Respecting self & others
						Mental health & wellbeing
						Safe relationships: consent, boundaries & trust
						Keeping healthy & well
						Friendships
						Physical activity & nutrition
						Changing & growing up
						Personal safety & first aid
						Drug education
						Online life & safety

First aid (Part 2): First aid emergencies	Managing yourself online	Physical illness	Rules & restrictions	Discrimination	Physical exercise & active lifestyle	
						Families
				✓		Respecting self & others
						Mental health & wellbeing
						Safe relationships: consent, boundaries & trust
		✓			✓	Keeping healthy & well
						Friendships
		✓			✓	Physical activity & nutrition
						Changing & growing up
✓			✓			Personal safety & first aid
						Drug education
	✓					Online life & safety

Protected characteristics	Healthy lifestyle	Consent	Periods	Loss & death	Medicines & vaccines	
						Families
✓		✓				Respecting self & others
				✓		Mental health & wellbeing
		✓				Safe relationships: consent, boundaries & trust
	✓					Keeping healthy & well
		✓				Friendships
	✓					Physical activity & nutrition
			✓			Changing & growing up
						Personal safety & first aid
					✓	Drug education
						Online life & safety

FGM	Reproduction & babies	Growing & changing	Cigarettes & alcohol	Vaping	Online data (storage & sharing)	
						Families
						Respecting self & others
						Mental health & wellbeing
✓						Safe relationships: consent, boundaries & trust
			✓	✓		Keeping healthy & well
						Friendships
						Physical activity & nutrition
	✓	✓				Changing & growing up
						Personal safety & first aid
			✓	✓		Drug education
					✓	Online life & safety