

HeartSmart — UK Statutory Standards 2026

Relationship and Health Education: Full Delivery Grid

RELATIONSHIPS EDUCATION — Families and People Who Care for Me					
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4
F1	That families are important for children growing up safe and happy because they can provide love, security and stability.	✓	✓	✓	✓
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 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 are at the heart of safe and happy families and are important for children's security as they grow up.	✓	✓	✓	✓
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.			✓	✓
RELATIONSHIPS EDUCATION — Caring Friendships					
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4
CF1	How important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓
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 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	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	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.	✓	✓	✓	✓
RELATIONSHIPS EDUCATION — Respectful, Kind Relationships					
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4
RR1	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	✓	✓	✓	✓
RR2	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	✓	✓	✓	✓

RR3	How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	✓	✓	✓	✓
RR4	Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	✓	✓	✓	✓
RR5	That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	✓	✓	✓	✓
RR6	Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	✓	✓	✓	✓
RR7	The conventions of courtesy and manners.	✓	✓	✓	✓
RR8	The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	✓	✓	✓	✓
RR9	The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	✓	✓	✓	✓
RR10	What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		✓	✓	✓
RR11	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.		✓	✓	✓

RELATIONSHIPS EDUCATION — Online Safety and Awareness

Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4
OS1	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	✓	✓	✓	✓
OS2	How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.			✓	✓
OS3	That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.				
OS4	The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.			✓	✓
OS5	Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.				✓
OS6	That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.		✓	✓	✓

RELATIONSHIPS EDUCATION — Being Safe

Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4
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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	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 contact, including physical contact.	✓	✓	✓	✓
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 when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	✓	✓	✓	✓
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 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.	✓	✓	✓	✓

HEALTH EDUCATION — Health and Wellbeing (General Wellbeing)

Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4
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.	✓	✓	✓	✓
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).	✓	✓	✓	✓
GW10	That it is common to experience mental health problems, and early support can help.			✓	✓

HEALTH EDUCATION — Wellbeing Online

Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4
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.	✓	✓	✓	✓
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.				
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.		✓	✓	✓
WO4	How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.			✓	✓
WO5	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.			✓	✓
WO6	The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.				✓
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.			✓	✓
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.		✓	✓	✓
HEALTH EDUCATION — Physical Health and Fitness					
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4
PH1	The characteristics and mental and physical benefits of an active lifestyle.	✓	✓	✓	✓
PH2	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.		✓		
PH3	The risks associated with an inactive lifestyle, including obesity.		✓	✓	✓
PH4	How and when to seek support including which adults to speak to in school if they are worried about their health.			✓	
HEALTH EDUCATION — Healthy Eating					
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4
HE1	What constitutes a healthy diet (including understanding calories and other nutritional content).			✓	✓
HE2	Understanding the importance of a healthy relationship with food.				✓

HE3	The principles of planning and preparing a range of healthy meals.		✓	✓	✓
HE4	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).		✓		✓
HEALTH EDUCATION — Drugs, Alcohol, Tobacco and Vaping					
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4
DAT1	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.				✓
HEALTH EDUCATION — Health Protection and Prevention					
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4
HP1	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.			✓	✓
HP2	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	✓	✓	✓	
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, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.	✓	✓	✓	✓
HP5	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓	✓	✓	✓
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.			✓	
HEALTH EDUCATION — Personal Safety					
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4
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.	✓	✓	✓	
HEALTH EDUCATION — Basic First Aid					
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4
BF1	How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.			✓	
BF2	Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.			✓	
HEALTH EDUCATION — Developing Bodies					
Code	Pupils should know...	Yr 1	Yr 2	Yr 3	Yr 4

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.				✓