

Primary Relationships & Sex Education Mapping			
Families & People who care for me			
that families are important for children growing up because they can give love, security and stability.	Year 1	Statutory	
	Year 3	Statutory	
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.	Year 1	Statutory	
	Year 3	Statutory	
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.	Year 1	Statutory	
	Year 3	Statutory	
	Year 1	Statutory	
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.	Year 3	Statutory	
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Year 6	Statutory	Also covered in Y4, Y5 on TR day
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Year 1	Statutory	
	Year 3	Statutory	
that families can go through changes (e.g. new siblings, moving home) and experience difficult times and can support each other through these	Year 1	Statutory	New Sept 2026
Caring Friendships			
how important friendships are in making us feel happy and secure, and how people choose and make friends.	Year 1	Statutory	New Sept 2026 (for KS2)
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Year 2	Statutory	
	Year 4	Statutory	
	Year 5	Statutory	
that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences	Year 5	Statutory	New Sept 2026
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Year 2	Statutory	
	Year 5	Statutory	
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.	Year 2	Statutory	
	Year 5	Statutory	
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.	Year 5	Statutory	
how to ask for help if a friendship is making them feel unhappy	Year 2	Statutory	New Sept 2026
strategies for recognising and managing peer influence and the desire for peer approval in friendships	Year 5	Statutory	Touched on on TR day3 New Sept 2026.
about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others	Year 5	Statutory	New Sept 2026
Respectful Relationships			
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	Year 2	Statutory	New Sept 2026
they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things; how to respectfully express their likes, dislikes and needs, and listen to other people	Year 2	Statutory	New Sept 2026
how to play cooperatively; what they can do if they feel upset or angry with someone; how to share, take turns and include others	Year 2	Statutory	New Sept 2026
about kind and unkind behaviour, that someone's words and actions can be hurtful	Year 2	Statutory	New Sept 2026
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.	Y1	Statutory	
	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
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	Year 3	Statutory	New Sept 2026
the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others	Year 3	Statutory	New Sept 2026

	Y3	Statutory	
	Y4	Statutory	
practical steps they can take in a range of different contexts to improve or support respectful relationships	Y4	Statutory	
the conventions of courtesy and manners; ways to show politeness and respect	Y3	Statutory	
the importance of self-respect and how this links to their own happiness.	Y3	Statutory	
	Y3	Statutory	
	Y2	Statutory	
	Y3	Statutory	
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.	Y4	Statutory	
	Y5	Statutory	
	Y2	Statutory	
	Y3	Statutory	
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.	Y4	Statutory	
what a stereotype is, and how stereotypes can be unfair, negative or destructive.	Y5	Statutory	
the importance of permission-seeking and giving in relationships with friends, peers and adults. How to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling (KS2)	Y6	Statutory	
	Y1	Statutory	
	Y5	Statutory	part in red is new for KS2
how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so.	Y2	Statutory	New Sept 2026
about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help	Y5	Statutory	New Sept 2026
that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse.	Y6	Statutory	Y5, Y6 TR day 3 New Sept 2026
that female genital mutilation (FGM) is against British law; what to do and who to tell if they think or someone they know might be at risk*	Y6	Statutory	* Whilst it is not a statutory requirement to teach about FGM at primary school, we know that FGM is performed on girls from a young age and the guidance states "Primary relationships education... should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right." New Sept 2026
Online Relationships			
	Y4	Statutory	
that people sometimes behave differently online, including by pretending to be someone they are not.	Y5	Statutory	
	Y2	Statutory	
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.	Y5	Statutory	
	Y6	Statutory	
	Y4	Statutory	
	Y4	Statutory	
	Y3	Statutory	
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Y5	Statutory	
	Y4	Statutory	
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Y4	Statutory	
	Y5	Statutory	
how information and data is shared and used online	Y5	Statutory	
Being Safe			

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Y4	Statutory	
	Y3	Statutory	
	Y5	Statutory	
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	Y1	Statutory	
	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, con	Y1	Statutory	
	Y3	Statutory	
	Y5	Statutory	
	Y6	Statutory	
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	Y1	Statutory	
	Y4	Statutory	
	Y6	Statutory	
that some parts of the body are private; to be able to name some of these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina)	Y1-6	Statutory	New Sept 2026
basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe.	Y2	Statutory	New Sept 2026
how to recognise and report feelings of being unsafe or feeling bad about any adult.	Y1	Statutory	
	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
	Y5	Statutory	
	Y6	Statutory	
how to ask for advice or help for themselves or others, and to keep trying until they are heard	Y1	Statutory	
	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
	Y5	Statutory	
	Y6	Statutory	
how to report concerns or abuse, and the vocabulary and confidence needed to do so.	Y1	Statutory	
	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
	Y5	Statutory	
	Y6	Statutory	
where to get advice e.g. family, school and/or other sources.	Y1	Statutory	
	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
	Y5	Statutory	
	Y6	Statutory	
to distinguish between trusted adults who are familiar to them, adults they recognise in the community and adults they don't know	Y1-6	Statutory	TR day - keeping safe & RSE New Sept 2026
about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults	Y1	Statutory	New Sept 2026
what rules are, some basic safety rules and how different rules can help to keep people safe in different situations	Y1	Statutory	New Sept 2026
how to recognise some potentially harmful or hazardous situations in everyday life, including at home	Y2/Y3	Statutory	New Sept 2026

ways to keep safe when out and about, e.g. near railways, on the street and in busy places	Y2/Y3	Statutory	New Sept 2026
how to cross the road safely with adult support	Y2/Y3	Statutory	New Sept 2026
how to keep safe around water, using the water safety code	Y2/Y3	Statutory	New Sept 2026
about the people whose job it is to keep children safe and how to get help from an adult if there is an accident or emergency	Y2/Y3	Statutory	New Sept 2026
about the role of rules and laws in keeping people safe	Y5	Statutory	New Sept 2026
about hazards that may cause harm or injury in the home, e.g. fire risks; how to help keep themselves safe, including around electrical appliances; how to predict, assess and manage risk in different situations	Y2/Y3	Statutory	New Sept 2026
strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle, firework safety)	Y2/Y3	Statutory	New Sept 2026
Primary Physical Health & Mental Wellbeing Mapping			
Mental Wellbeing			
that mental wellbeing is a normal part of daily life, in the same way as physical health.	Y1	Statutory	
	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
	Y5	Statutory	
	Y6	Statutory	
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; how emotions range in intensity and can change over time	Y1	Statutory	
	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
	Y5	Statutory	Part in red is new Sept 2026
	Y6	Statutory	
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.	Y1	Statutory	
	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
	Y5	Statutory	
	Y6	Statutory	
that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses; skills to manage strong emotions, reactivity and responses	Y1	Statutory	New Sept 2026
the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Y2	Statutory	
	Y3	Statutory	
	Y3	Statutory	
	Y5	Statutory	
	Y6	Statutory	
	Y6	Statutory	
simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Y2	Statutory	
	Y4	Statutory	
	Y5	Statutory	
	Y6	Statutory	
simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies	Y2	Statutory	New Sept 2026
how to direct attention and manage distractions to support mental health and wellbeing	Y3	Statutory	New Sept 2026
that when someone practices self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively	Y4	Statutory	New Sept 2026
about different kinds of change and loss (including death); how change and loss can affect people and who can help	Y6	Statutory	New Sept 2026

about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief	Y6	Statutory	New Sept 2026
about preparing to move to a new class or year group and how to manage feelings during times of change	Y1-6	Statutory	New Sept 2026
how to manage emotional responses to events outside of their control (e.g. climate change or distressing events)	Y6	Statutory	New Sept 2026
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Y2	Statutory	
that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad	Y4-6	Statutory	New Sept 2026
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
	Y5	Statutory	
	Y1	Statutory	
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).	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
	Y5	Statutory	
	Y6	Statutory	
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.	Y1	Statutory	
	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
	Y5	Statutory	
if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this	Y6	Statutory	
	Y5	Statutory	New Sept 2026
Internet Safety & Harms			
different ways people use the internet in everyday life		Statutory	New Sept 2026
that not everything on the internet is true or real	Y5	Statutory	New Sept 2026
how the internet and digital services can be used to safely and respectfully communicate with others	Y6	Statutory	New Sept 2026
	Y5	Statutory	New Sept 2026
	Y3	Statutory	New Sept 2026
	Y2	Statutory	New Sept 2026
that the same principles about how to treat others apply in all contexts, including online; how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous	Y6	Statutory	New Sept 2026
that for most people the internet is an integral part of life and has many benefits; 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	Y4	Statutory	Parts in red are new for Sept 2026
	Y6	Statutory	
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	Y2	Statutory	
	Y4	Statutory	
	Y5	Statutory	
	Y6	Statutory	
how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online, that it is important to be kind online; that people's feelings can be hurt by unkindness online ; and the importance of keeping personal information private, that anything shared online can be used or shared by other people	Y2	Statutory	Parts in red are new for Sept 2026
	Y3	Statutory	
	Y4	Statutory	
	Y5	Statutory	
	Y6	Statutory	

about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent	Y3-6	Statutory	New Sept 2026
that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true	Y1	Statutory	New Sept 2026
why social media, some computer games and online gaming, for example, are age restricted, and why it is important to limit time on, and take breaks from, digital devices	Y3-6	Statutory	New Sept 2026
reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing	Y1-6	Statutory	New Sept 2026
why social media, some computer games and online gaming, for example, are age restricted; the minimum age requirement for social media; this protects children from inappropriate content or unsafe contact with other social media users	Y4	Statutory	Parts in red are new for Sept 2026
	Y5	Statutory	Parts in red are new for Sept 2026
	Y6	Statutory	Parts in red are new for Sept 2026
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	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
	Y5	Statutory	
	Y6	Statutory	
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Y2	Statutory	
about the benefits of limiting time spend online and choose online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing	Y2-3	Statutory	New Sept 2026
how AI chatbots work; similarities and differences interacting with an AI chatbot and a human, and the implications for wellbeing	Y4	Statutory	New Sept 2026
how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing	Y4-6	Statutory	New Sept 2026
why and how to use privacy and location settings to protect information	Y2-6	Statutory	
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Y5	Statutory	
	Y6	Statutory	
how text and images in the media can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation	Y6	Statutory	New Sept 2026
what AI is (including generative AI) and where it might be encountered in everyday life	Y6	Statutory	New Sept 2026
similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling	Y4-6	Statutory	New Sept 2026
strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online	Y4	Statutory	New Sept 2026
about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support	Y5	Statutory	New Sept 2026
the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet	Y4-6	Statutory	New Sept 2026
where and how to report concerns and get support with issues online	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
	Y5	Statutory	
	Y6	Statutory	
Physical Health & Fitness			
the characteristics and mental and physical benefits of an active lifestyle	Y1	Statutory	
	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
	Y5	Statutory	
	Y6	Statutory	

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	Y1	Statutory	
	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
	Y5	Statutory	
	Y6	Statutory	
the risks associated with an inactive lifestyle (including obesity)	Y1	Statutory	
	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
	Y5	Statutory	
	Y6	Statutory	
how and when to seek support including which adults to speak to in school if they are worried about their health	Y1	Statutory	
	Y2	Statutory	
	Y3	Statutory	
	Y4	Statutory	
	Y5	Statutory	
	Y6	Statutory	
Healthy Eating			
what constitutes a healthy diet (including understanding calories and other nutritional content).	Y1	Statutory	
	Y3	Statutory	
that there are different types of food and drink, with different tastes and textures, and people enjoy different foods	Y3	Statutory	New Sept 2026
that people often share food together e.g. during mealtimes or special occasions	Y3	Statutory	New Sept 2026
the principles of planning and preparing a range of healthy meals	Y1	Statutory	
	Y3	Statutory	
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), including the effects of consuming too much sugar or too many ultra-processed foods.	Y1	Statutory	
	Y3	Statutory	
	Y4	Statutory	
	Y6	Statutory	
Drugs, Alcohol & Tobacco			
that some things that go into or onto bodies can be harmful and how we might know if something is harmful	Y2	Statutory	New Sept 2026
to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk	Y2	Statutory	New Sept 2026
that medicines can help people to stay healthy or feel better if they are unwell	Y2	Statutory	New Sept 2026
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use, vapes, nicotine pouches, over the counter prescription medicines	Y4	Statutory	Parts in red are new for Sept 2026
	Y6	Statutory	Parts in red are new for Sept 2026
how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma	Y4	Statutory	New Sept 2026
to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others	Y6	Statutory	New Sept 2026
what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break	Y6	Statutory	New Sept 2026
that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know	Y6	Statutory	New Sept 2026
Health & Prevention			
	Y2	Statutory	
	Y3	Statutory	

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Y4	Statutory	
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Y1	Statutory	
	Y5	Statutory	
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Y3	Statutory	
about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	Y1	Statutory	
	Y4	Statutory	
the facts and science relating to allergies, immunisation and vaccination	Y5	Statutory	
people who help us to stay healthy and who can help if feeling unwell or hurt	Y4	Statutory	New Sept 2026
why sleep is important; bedtime routines and ways to rest and relax	Y4	Statutory	New Sept 2026
how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health	Y4	Statutory	New Sept 2026
Basic First Aid			
how to make a clear and efficient call to emergency services if necessary; how to dial 999 in an emergency (including from a locked mobile phone) and what to say	Y2	Statutory	Parts in red are new for Sept 2026
when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them	Y5	Statutory	Parts in red are new for Sept 2026
concepts of basic first-aid, for example dealing with common injuries, including head injuries	Y5	Statutory	* schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person
Changing Adolescent Body			
the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes	Y4-6	Statutory	
the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing	Y4-6	Statutory	* Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers.
about growing and changing from young to old and how people's needs change	Y1-3	Statutory	New Sept 2026
the external genitalia and internal reproductive organs in males and females	Y4-6	Statutory	New Sept 2026
that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them	Y6	Non-stat	However different family structures and types of relationships are covered as part of Relationships Ed New Sept 2026
sex education*: about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived (and that there are ways to prevent a baby being made); how babies need to be cared for**	Y3-6	Non-stat	"While Sex Education is not statutory in primary schools, the Department for Education recommends "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." ** Pupils may know that sexual intercourse does not always result in a baby and they may already have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.