



Guidance for Teachers

The guidance listed in statutory content is taken from the **Department for Education (DfE)**. Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers.

[Published 25 June 2019 and last updated 13 September 2021.](#)

This document highlights the modules and lessons in **Yasmine and Tom - Relationships**, which correspond to and cover DfE statutory content and guidance. The Health Education and Relationships Education (primary) aspects of RSHE education was made compulsory in all schools from September 2020.

Families	Statutory Content	Corresponding Year Groups
	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • 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. • 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 happy families, and are important for children's security as they grow up. • That marriage 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. 	<p>Key Stage 1 (Years 1 & 2)</p> <p>Module 1</p> <p>Lesson 1: Introducing Yasmine and Tom</p> <p>Lesson 3: Different Families</p> <hr/> <p>Key Stage 2 (Years 3 & 4)</p> <p>Module 2</p> <p>Lesson 5: Families and Getting on with our Families</p>

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Caring Relationships	Statutory Content	Corresponding Year Groups
	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties, • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. 	<p>Key Stage 1 (Years 1 & 2) Module 1 Lesson 2: Friendships and Feelings</p> <hr/> <p>Lower Key Stage 2 (Years 3 & 4) Module 2 Lesson 1: Growing up with Yasmine and Tom Lesson 4: What Makes a Good Friend?</p> <hr/> <p>Upper Key Stage 2 (Years 5 & 6) Module 3 Lesson 3: Friendships and Secrets Lesson 4: Friendships and Pressure</p>

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Respectful Relationships	Statutory Content	Corresponding Year Groups
	<ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • 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. • 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. • The importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>Lower Key Stage 2 (Years 3 & 4)</p> <p>Module 2</p> <p>Lesson 2: Gender Stereotypes</p> <p>Lesson 2: Me, Myself and I</p> <hr/> <p>Upper Key Stage 2 (Years 5 & 6)</p> <p>Module 3</p> <p>Lesson 5: Keeping Safe – Safe and Unsafe Touch</p> <p>Lesson 13: Identity and Prejudice</p> <p>Lesson 14: Equality and the Law</p>

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Online Relationships	Statutory Content	Corresponding Year Groups
	<ul style="list-style-type: none"> • 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. • 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. 	<p>Lower Key Stage 2 (Years 3 & 4)</p> <p>Module 2</p> <p>Lesson 9: People who can help us on and Offline</p> <hr/> <p>Upper Key Stage 2 (Years 5 & 6)</p> <p>Module 3</p> <p>Lesson 2: Online and Offline Friendships</p> <p>Lesson 6: Keeping Safe – Online Images</p>

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Being Safe	Statutory Content	Corresponding Year Groups
	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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 physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g., family, school and/or other sources. 	<p>Key Stage 1 (Years 1 & 2)</p> <p>Module 1</p> <p>Lesson 4: My Brilliant Body</p> <p>Lesson 5: Keeping Clean and Taking Care of Myself</p> <p>Lesson 7: Keeping Safe</p> <hr/> <p>Lower Key Stage 2 (Years 3 & 4)</p> <p>Module 2</p> <p>Lesson 8: Is it Risky?</p> <p>Lesson 9: People who can help us on and Offline</p> <hr/> <p>Upper Key Stage 2 (Years 5 & 6)</p> <p>Module 3</p> <p>Lesson 5: Keeping Safe - Safe and Unsafe Touch</p> <p>Lesson 6: Keeping Safe - Online Images</p> <p>Lesson 15: Getting Help</p>

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Changing Adolescent Body	Statutory Content	Corresponding Year Groups
	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle. 	<p>Key Stage 1 (Years 1 & 2) Module 1 Lesson 6: Naming Body Parts</p> <hr/> <p>Lower Key Stage 2 (Years 3 & 4) Module 2 Lesson 6: My Personal and Private Body Parts and Keeping Safe Lesson 7: Body Care</p> <hr/> <p>Upper Key Stage 2 (Years 5 & 6) Module 3 Lesson 1: Introducing Yasmine and Tom Lesson 7: Changes at Puberty Lesson 8: Periods (menstruation)</p>

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