

Relationships and Sex Education Policy

Graveney Primary School



Approved by:

Date:

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1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

RSE supports our vision of being a nurturing, ambitious and inclusive school where children feel safe, respected and confident to be themselves. Through RSE, pupils develop the knowledge, skills and understanding needed to build healthy relationships, respect themselves and others, recognise boundaries and make safe, informed choices. It promotes inclusion, kindness and acceptance, helping every child feel valued, empowered and able to thrive.

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). We must also teach health education.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Graveney Primary School, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers were invited to complete an online consultation survey.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

For the purpose of this policy:

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
 - Have respect for others
 - Know how to keep themselves safe
 - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

5. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSHE

At Graveney Primary School, we follow Kapow's PSHE and RSE scheme of work which has been reviewed and updated to incorporate the statutory guidance and curriculum changes effective from September 2026, ensuring that content remains current, relevant, and compliant with national expectations.

The scheme of work fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE ('All schools should make provision for personal, social, health and economic education') and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education.)

As our school has mixed-age classes, PSHE and RSE are delivered on a two-year rolling programme (Cycle A and Cycle B). This approach ensures full curriculum coverage while avoiding unnecessary repetition of learning, enabling pupils to build on their knowledge, skills, and understanding as they progress through the school. Sex education will be taught in Year 5 and 6 in the summer term. A complete outline of the new PSHE and RSE curriculum, which will be implemented from September 2026, can be found in Appendix 1 and 2.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

The statutory [guidance](#) recommends that primary schools teach sex education in year 5 and/or year 6, in line with content about conception and birth in the science curriculum, but it is not compulsory. Primary sex education will be taught in the mixed-age Year 5 and 6 class in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All RSE resources will be reviewed by the RSE lead or a member of the senior leadership team before use. Resources will be assessed for accuracy, age-appropriateness, inclusivity and suitability for pupils' individual needs, including SEND. Protective and preventative content will be checked to ensure it is presented sensitively and does not cause unnecessary alarm or normalise risky behaviours.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Assessment:

- **During lessons:** Teachers assess understanding through questioning, discussion, retrieval activities, observation and interactive activities, allowing teaching to be adapted as needed.
- **Knowledge catchers:** At the beginning and end of each unit, pupils complete a Knowledge Catcher to show their prior knowledge and then demonstrate what they have learned
- **Different ways of demonstrating learning:** Pupils can demonstrate their understanding through writing, drawing, discussion, role-play and other activities, which supports inclusion and different learning needs. Evidence of learning will be gathered into a class 'floor book' rather than individual exercise books.

For more information about our RSHE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and curriculum materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Are accessible for all pupils, including those with SEND
 - Are sensitive to pupils' needs
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
 - How confidentiality will work in any lesson
 - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes • teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

8.2 The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group using the appropriate and correct vocabulary
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes

- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) (Laura Rogers) through MyConcern.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

PSHE and RSE subject leader: Evie Crickson.

8.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSHE – the headteacher will grant all requests to withdraw a pupil from the non-statutory parts of sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by Laura Rogers (headteacher), Evie Crickson (SENCo and PSHE subject leader) and Helen Inge (Senior Teacher and Curriculum Lead). They will monitor the quality and consistency of RSE teaching through lesson observations, learning walks, planning reviews, pupil voice and sampling of pupils' work. Monitoring will consider the progression of knowledge and skills, pupil engagement, inclusivity, the use of appropriate resources and the creation of a safe learning environment. Findings will be used to identify strengths, support staff and inform future planning and professional development.

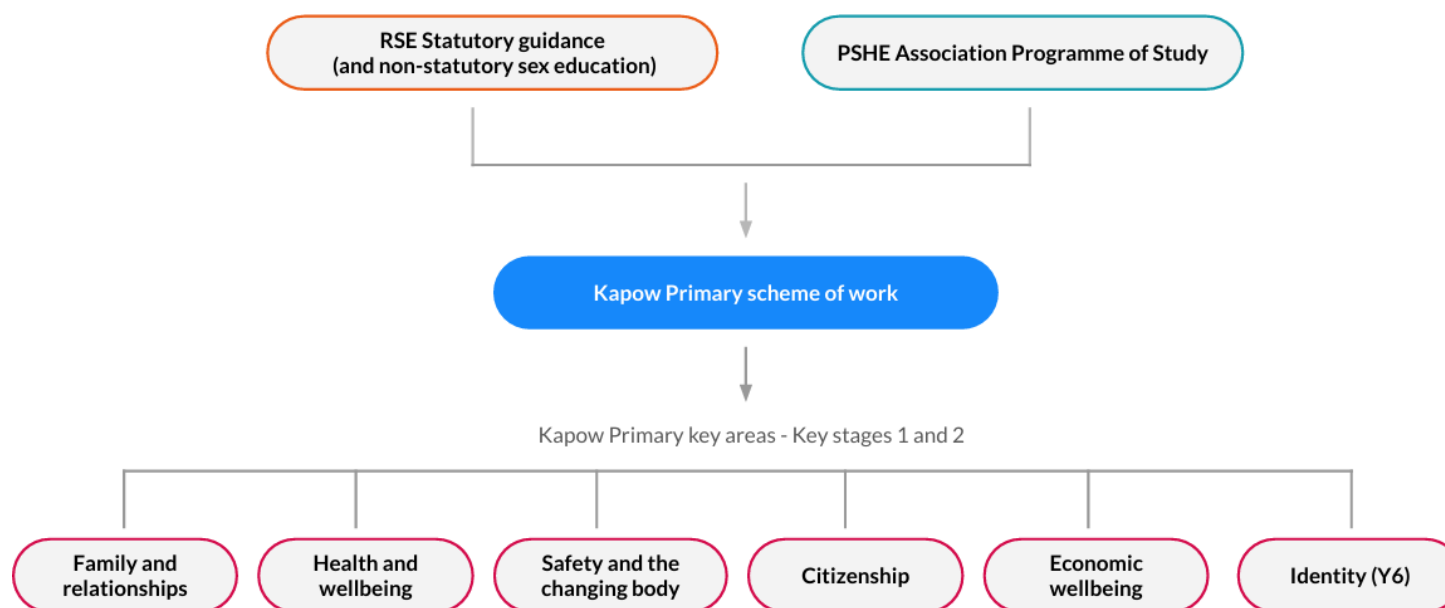
Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Laura Rogers (Headteacher) and/or the PSHE/RSE subject leader annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships, sex and health education curriculum map (developed from Kapow Primary's Curriculum)

How is the RSE & PSHE scheme of work organised?



PSHE & RSE: CYCLE A

Year group	Term	Topic/Question	Pupils will:
Year 1 and 2	Autumn 1	Connecting with Others: How can I help myself and others feel happy and safe?	• Describe what makes them special. • Notice what makes others special. • Identify how families show love and care. • Name places and people that help them feel safe. • Identify a trusted adult. • Name the qualities of a good friend. • Choose kind, polite ways to solve disagreements. • Explain how speaking kindly and politely can make people feel. • Demonstrate kind and respectful behaviour whilst working in a group.
	Autumn 2	The Online World: How do we spend time online?	• Recognise different ways they go online in everyday life. • Understand that many online activities can also be done in person and that being online can sometimes distract us from those activities. • Recognise that polite behaviour online is the same as polite behaviour in person. • Explain why it is important to balance screen time with in-person activities. • Recognise when something online is not meant for children and know to stop and tell a trusted adult. • Can explain simple ways to help stay safe online.
	Spring 1	Health Protection: How can I protect myself and others in daily life?	• Describe germs as tiny living things that can spread between people and surfaces and cause illness. • Accurately demonstrate the correct handwashing routine, ensuring all parts of the hands are cleaned. • Choose suitable clothing for different weather conditions. • Describe how to stay safe in hot weather. • Name a range of health workers and explain ways they help prevent illness. • Describe signs they may be unwell using simple words and/or actions, identifying where on their body something feels wrong.

			• Recognise that telling an adult helps keep them safe and healthy, giving key information about their discomfort. • Identifying which injuries need to be reported to an adult immediately. • Recognise when an injury or illness is an emergency. • Knowing that 999 should be called in a medical emergency.
	Spring 2	Staying Safe: How can I stay safe?	• Identify common items in the home that are safe and unsafe for children and explain simply how they could cause harm. • Name things that are safe or unsafe to put in or on their body. • Describe and use simple safety rules in familiar places such as the home and school. • Recognise some basic body clues or warning signs that might show they feel worried, unsafe or uncomfortable. • Describe how to stay safe near roads. • Follow the steps 'Stop, Look, Listen, Think' to explain how to cross a road safely with a trusted adult. • Name some trusted adults at home and at school and say who they could go to for help in different places. • Use simple, clear phrases to ask a trusted adult for help.
	Summer 1	Connecting with Others: How can I build safe, kind and caring relationships with others?	• Identify similarities and differences between themselves and others. • Recognise that everyone has unique qualities which make them special. • Explain why kindness towards people who are different is important. • Comment or answer questions about families with respect for others. • Ask for help with a falling-out if they need it. • Say when something feels okay or not okay. • Know it is never their fault if they feel unsafe. • Identify and name trusted adults at home and at school. • Use clear phrases to ask for help when something feels wrong or not okay. • Recognise when they or someone else is being bullied.
	Summer 2	The Online World: How can we stay safe online?	• Give examples of things people do online. • Say what sharing online means. • Recognise that many people might see something shared online. • Understand that private information should not be shared online.

			• Recognise when someone has shared private information online. • Say what to do if private information is shared online. • Recognise that not everything seen online is real or shows the whole story. • Recognise when something online might make them feel worried, uncomfortable or unsure. • Recall simple rules to help them stay safe online.
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Year group	Term	Topic/Question	Pupils will:
Year 3 and 4	Autumn 1	Connecting with Others: What helps us feel safe and included?	• Recognise what self-respect is. • Value their own strengths, skills and achievements. • Build confidence by trying new things, learning from mistakes and challenging negative self-talk. • Identify and communicate personal boundaries clearly. • Treat others with kindness, fairness and respect. • Recognise the qualities of good friendships and ways to support friends. • Learn to manage minor conflicts respectfully through negotiation, compromise, and apology. • Understand different ways families spend time together and support each other. • Identify different types of bullying and their effects on wellbeing.
	Autumn 2	The Online World: How should we communicate online?	• Identify what the internet can be used for. • Identify the benefits and challenges of online and in-person communication. • Communicate respectfully and appropriately in an online environment. • Recognise that disrespectful online communication can have a negative impact on others. • Identify some types of online bullying behaviour. • Choose whether to accept a friend request in an online game. • Recognise that some online features are not suitable for all ages. • Role-play how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.
	Spring 1	Citizenship: What careers do people choose and why?	• Explore careers, aspirations and equality by learning about different jobs. • Understand why people choose jobs and how careers can change over time. • Consider how interests, strengths and pay can influence career choices • Recognise and challenge gender stereotypes in the workplace.

	Spring 2	Staying Safe: What signs help me recognise what is safe or unsafe?	• Identify warning signs that something is unsafe in a range of everyday situations (personal, online, road, water, home), including signs you can see (e.g. road signs, “deep water” notices, hazard symbols) and signs you can feel (e.g. uncomfortable feelings, pressure from others, unsafe online behaviour). • Demonstrate strategies to get help in or leave uncomfortable or unsafe situations. • Explain how recognising hazards and planning ahead can prevent accidents. • Choose safe places to cross roads and explain why (considering traffic, speed and visibility). • Explain key reasons why water can be dangerous, even for confident swimmers (e.g. because of depth, currents and cold temperatures). • Distinguish between helpful and harmful medicines and explain how to use medicine safely.
	Summer 1	Connecting with Others: How can we respect each other?	• Recognise how their words, tone and behaviour show respect in different places and situations. • Use positive self-talk to stay calm, build confidence and manage frustration. • Explain what trust looks like in friendships and how to strengthen or repair it when problems arise. • Set and respect personal boundaries and respond assertively when something feels unfair or unsafe. • Practise resolving disagreements fairly, including through compromise. • Understand what a bystander is and describe safe, appropriate ways to act if they witness or experience bullying. • Learn what stereotypes are and how they can be unfair.
	Summer 2	The Online World: How can we decide what to trust online?	• Identify the benefits and challenges of using the internet. • Identify age restriction symbols and why they exist. • Develop an understanding that some online information may be misleading. • Give examples of what can happen if people share misleading information. • Investigate features that can help check if online information is reliable. • Compare information from different online sources. • Use more than one source to decide whether online information is reliable. • Explain why checking multiple sources helps us know if something is true.

Year group	Term	Topic/Question	Pupils will:
Year 5 and 6	Autumn 1	Connecting with Others: Why are healthy relationships important?	- Identify a range of influences that shape identity, such as family, culture, beliefs and personal interests. - Link aspects of identity to their own behaviour or choices. - Describe what commitment means and give examples of how it can be shown within families in different ways, including legal commitments such as marriage or civil partnerships. - Describe ways their own and others' families support and protect each other and suggest what someone can do if they, or someone they know, feels unsupported and needs help. - Describe why healthy friendships matter for wellbeing. - Suggest practical ways to start, maintain and repair friendships and recommend positive ways to handle friendship challenges. - Select and apply appropriate self-regulation techniques to stay calm and in control during disagreements. - Understand what it means to be assertive and the importance of balancing your own needs and wants against being polite and respectful.
	Autumn 2	The Online World: How am I influenced by what I see online?	- Understand that much online content is designed to influence people. - Identify how online content can influence people (such as through adverts, videos, trends and opinions (presented as fact)). - Explain that influence can affect what people buy, watch or believe and is not always obvious. - Recognise the difference between fact and opinion. - Explain that some people try to influence or mislead people on purpose, for example, to get money, attention or reactions. - Evaluate online content and assess whether it is reliable and true. - Report content to an adult or online if you think it is deliberately misleading (or makes them feel uncomfortable).
	Spring 1	Citizenship: How can we be in control of our money?	- Explore money management by learning how needs and wants can influence spending decisions and financial choices. - Develop budgeting skills, investigate borrowing and interest. - Identify ways to manage money safely, including recognising the risks associated with online spending and gambling.
	Spring 2	Connecting with Others: What does	- Explain how values guide behaviour choices. - Set a personal growth goal and list at least two clear first steps.

		it mean to stand up for myself and others?	• Identify behaviours that should change in disrespectful situations and name a specific respectful alternative for each. • Apply respectful behaviours in school, in public places, and online during activities. • Describe what a personal boundary is and how it can change. • Explain how crossing someone's boundary, even as a joke, can harm trust. • Apply consent language to model an appropriate response when a boundary is crossed. • Identify stereotypes or discrimination accurately within the given scenarios. • Choose and justify a safe response to bullying in person and online, including what they would say or do. • Name trusted adults in and out of school and describe what they would tell them when asking for help.
	Summer 1	Online World: How do I feel about the things I see online?	• Understand how online platforms keep users engaged. • Recognise why online gaming can be risky. • Analyse how online content can influence how people think and feel. • Recognise and respond to harmful online behaviour. • Recognise that what we post online can affect ourselves and others. • Explain ways to positively respond to online experiences.
	Summer 2	Staying Safe: How can I stay safe as I grow up?	• Identify hazards and explain the risks they may create in a range of situations at home and outside. • Explain how factors such as being alone, distracted or without supervision can increase risk. • Describe appropriate actions to take in response to accidents, emergencies and unsafe situations, including when and how to seek help. • Explain how to make safe choices when travelling independently, including near railways. • Apply the water safety code to identify safer choices in different water environments. • Explain how changing circumstances or new information can affect risk and influence decision-making. • Identify when peer pressure is happening and suggest safe and appropriate ways to respond. • Explain the risks and consequences of drug misuse and suggest strategies to respond to pressure involving drugs.

PSHE & RSE: CYCLE B

Year group	Term	Topic/Question	Pupils will:
Year 1 and 2	Autumn 1	My Healthy Self: How can we look after our emotions?	- Name the six basic emotions and recognise them using face and body clues. - Explain that people can feel different emotions in the same situation and give simple reasons why. - Describe emotions as comfortable or uncomfortable. - Describe how feelings can change and vary in strength, for example, 'a little bit' or 'a lot.' - Identify what makes them feel calm, relaxed or excited. - Explain why rest and enjoyable activities are important for wellbeing. - Identify what might make themselves and others feel worried, annoyed or upset and suggest ways to feel better. - Say how they feel and identify trusted adults who can help when feelings feel difficult.
	Autumn 2	Citizenship: How can I help others and the environment?	- Learn how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. - Investigate how rules help communities stay safe, happy and fair. - Consider how they can make a positive contribution to the world around them.
	Spring 1	Citizenship: How do people belong to a community and earn money?	- Explore communities, belonging and money through learning about the different groups people are part of and how decisions can be made fairly. - Reflect on similarities and differences within their community. - Use simple voting to consider different viewpoints. - Develop an understanding of where money comes from and how it is earned.
	Spring 2	My Healthy Self: How can we look after our bodies?	- Name a variety of ways that they can move their bodies and describe how moving their body makes them feel healthy, strong and happy. - Identify some things that help them have a good night's sleep. - Explain why sleep is important and describe how they feel depending on how well they have slept. - Name and describe a range of fruits and vegetables. - Sort foods into simple groups and explain that fruits and vegetables are a healthy choice. - Identify which foods and drinks should be enjoyed often and which should be enjoyed only sometimes. - Explain in simple terms why water and healthy foods help the body.

			• Explain why teeth should be brushed twice a day and demonstrate correct brushing technique. • Create a visual timetable that includes a variety of healthy habits from across the unit and explain how these habits help to keep the body and mind healthy.
	Summer 1	Growing Up: How can we look after and respect our bodies as we grow?	• Identify physical changes in people as they grow. • Recognise that changes to the body are a normal part of growing up. • Give examples of things children can do that they could not do as babies or toddlers. • Explain what personal body boundaries are. • Use simple language to say if they feel uncomfortable or want to say no. • Use the correct names for body parts. • Describe what to do if someone tries to touch a private body part without permission. • Recognise situations where privacy should be respected. • Explain ways to respect other people's bodies and personal belongings. • Identify a trusted adult they could talk to if they feel worried about privacy or boundaries.
	Summer 2	Staying Safe: How can I make safe choices in different places?	• Give reasons why their body is special. • Give examples of the PANTS rules. • Recall the stop, do not touch, tell and ask rules. • Identify how dangers could cause harm. • Recall simple safety rules such as stop, look, listen and think for roads; stop and do not touch unfamiliar objects. • Recall the stop, stay, ask rule. • Tell a safe adult their name and who they are looking for. • Identify that water can be dangerous. • Recall simple rules to keep themselves safe around water.

Year group	Term	Topic/Question	Pupils will:
Year 3 and 4	Autumn 1	My Healthy Self: How can I take care of my mind and body?	• Describe how our minds and bodies are connected. • Describe physical factors that can influence how a person feels. • Explain why sleep is important to maintain good mental and physical health. • Explain that emotions affect actions and decisions. • Describe ways to manage difficult emotions. • Recognise signs that someone needs help. • Identify trusted adults and appropriate actions.

	Autumn 2	Citizenship: What rights and responsibilities do we have?	• Learn about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. • Explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.
	Spring 1	Health Protection: How can we prevent illness and injury and respond if they happen?	• Investigate how healthy habits and medicines help prevent illness by exploring hygiene, sun safety, vaccines, basic first aid and how to seek medical help, including calling 999 in an emergency.
	Spring 2	My Healthy Self: How can I make healthy choices?	• Describe the role of different food groups in keeping us healthy. • Explain why eating a variety of foods matters. • Name activities that help them stay active at school and at home. • Explain how being active helps their bodies stay strong and healthy. • Explain the importance of diet and hydration in maintaining energy levels. • Identify behaviours that can positively and negatively affect energy levels. • Describe simple signs of emotional or mental health challenges using familiar vocabulary. • Explain why asking for help is important. • Describe the difference between a fixed and growth mindset. • Recognise how helping others can make them feel good.
	Summer 1	Citizenship: How can I spend money wisely?	• Learn about managing money by examining the different ways people pay for goods and services, including cash and cards. • Develop an understanding of budgeting, value for money and financial decision-making, while considering how money can influence people's feelings and choices.
	Summer 2	Growing Up: How will my body and emotions change as I grow up?	• Explain what body boundaries are. • Identify and correctly name some physical changes that happen during puberty. • Use appropriate terminology to talk about puberty changes with confidence and respect. • Recognise that everyone goes through puberty and that changes happen at different times and rates. • Recognise that emotions and feelings change as people grow up, including during puberty. • Explain what a period is using clear, age-appropriate language. • Identify ways periods can be managed, such as using pads or period pants. • Demonstrate respectful and kind language when talking about bodies and physical changes.

			Identify one or more trusted adults at home or at school they could talk to.
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Year group	Term	Topic/Question	Pupils will:
Year 5 and 6	Autumn 1	My Healthy Self: How can I support my mind and body as I grow?	- Identify nutrients on traffic light food labels. - Compare traffic light food labels to make a healthier choice. - Describe how active they are now and why adults stay active. - Identify light, moderate and vigorous activity. - Explain how physical activity supports the body and mind. - Name a range of more complex feelings. - Describe signs of more complex feelings in the body. - Suggest helpful ways to respond to strong and complex feelings. - Describe ways to look after mental health. - Recognise signs that someone might need support with their mental health. - Name trusted adults and professionals who can help with mental health and explain what they do.
	Autumn 2	Citizenship: How can we make a difference in our communities and beyond?	- Give examples of people who have contributed to their community. - Identify issues they care about. - Describe how community groups can help make a difference. - Describe how the UK government is made of elected people. - Name different parts of the UK government and what they do. - Recognise that taxes help fund government and local spending. - Understand the role of local councillors. - Role-play a local council surgery. - Explain how pressure groups try to persuade the public or the government to make changes. - Describe ways they can influence what happens in Parliament.
	Spring 1	Growing Up: How can I manage changes to my body and emotions as I grow up?	- Explain what puberty is and why it happens. - Describe the physical changes that occur during puberty, using correct scientific vocabulary. - Explain how puberty changes affect hygiene and how good personal care supports health and cleanliness. - Describe the range of emotions that may be experienced during puberty and explain why these can change over time.

			- Identify trusted adults and people they can talk to for support or advice. - Describe what a period is, why it happens and how it can be managed, including naming different products. - Explain how unkind behaviour or comments about physical and emotional changes can affect others and suggest ways to show kindness and respect. Describe what personal boundaries are, explain why they are important, recognise when they may be crossed and suggest kind and assertive responses.
	Spring 2	My Healthy Self: How do my choices today shape my future health?	- Describe how brushing, flossing and limiting sugar over time can protect teeth. - Interpret traffic light food labels and select healthier swaps for a balanced diet - Explain how past experiences can influence strong and complex feelings. - Choose helpful ways to regulate strong feelings. - Explain the difference between a growth mindset and a fixed mindset. - Suggest positive ways to respond to challenges and setbacks. Explain how unkind behaviour, including bullying, can affect self-esteem and how to support others.
	Summer 1	Citizenship: How can we protect everyone's rights?	- Explore human rights, laws and how the legal system helps uphold fairness in society. - Consider the consequences of breaking laws. - Examine prejudice and discrimination. Identify ways to challenge stereotypes to promote equality and inclusion.
	Summer 2	Sex Education: How do people become parents and carers? This unit is non-statutory	- Use scientific vocabulary to describe private body parts and explain why this is important. - Ask questions safely and respectfully. - Explain conception and name the body parts involved. - Order the stages of pregnancy and describe how a foetus develops. - Recall different ways babies can be born. - Explain how families are formed. - Describe babies' needs and how caring for a baby affects daily life. - Explain what consent means and recognise when it is or is not given. Recall the legal age of consent in the UK.

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • 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 • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships 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 represent a formal and legally recognised commitment of 2 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 • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind 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 • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, 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 can 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 all 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 and manage feelings, including disappointment and frustration • 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 or in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and 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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • 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

TOPIC	PUPILS SHOULD KNOW
Being safe	• 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 and resources, for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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 • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't 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 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 • How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice, for example from their family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children, and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • 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 • Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems, and early support can help

TOPIC	PUPILS SHOULD KNOW
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • 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 • 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 • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • 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 • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and get support with issues online
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • 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 • The risks associated with an inactive lifestyle, including obesity • How and when to seek support including which adults to speak to in school if they are worried about their health

TOPIC	PUPILS SHOULD KNOW
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • The principles of planning and preparing a range of healthy meals • 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)
Drugs, alcohol, tobacco and vaping	• 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 protection and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • 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 • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • 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
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code

TOPIC	PUPILS SHOULD KNOW
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries
Developing bodies	• 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 • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)

Appendix 3: Parent/carers form requesting their child's withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carers signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	

