

Relationships Education, Relationships and Sex Education & Health Education Policy

(RSHE)

Name of School: Primary template

June 2026

Updated in line with current DfE RSHE statutory guidance 2025.

It is a legal obligation for a school to consult with parents and carers when developing and reviewing this policy.

We want to ensure our parents understand how RSHE supports the wellbeing of all children. We recognise how valuable parental insight can be in allowing us to shape the curriculum to meet the needs of all our pupils, allowing us to make informed decisions on subject content and timeliness.

This policy, as part of the full policy review process, will be shared for consultation with our parents/carers and other stakeholders, to help us ensure the policy meets statutory compliance and the needs of the school community it serves.



Date Policy approved/adopted	June 2026
Next review date	June 2027
Approved by	Full Governing Body
Head teacher	Alison McDonough
Governor responsible for RSHE	Mrs S Griggs and Rev M Beck
RSHE/PSHE lead	Alison McDonough

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Primary Relationships, Sex Education & Health Education Policy Guidance

1. This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2019)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education July 2025)
- Keeping children safe in education (KCSIE) (DfE, 2025). keeping-children-safe-in-education.
- Research commentary: teaching about sex, sexual orientation, and gender reassignment, (Chris Jones, Ofsted's Director, July 2021)
- Equality Act, 2010 and schools
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2020
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)
- Review of Sexual abuse in schools and colleges, Ofsted June 2021
- Science programmes of study: Key Stages 1 & 2 (Department of Education, 2013) National curriculum in England: science programmes of study - GOV.UK

- Protected characteristics and separation by sex on school inspections (Department of Education, 2025)

This policy should be read in conjunction with:

- Online safety Policy (see DCC template)
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation and harmful sexualised behaviours) See DCC template.
- Equality and Inclusion Policy
- PSHE Policy (including the Physical and Mental Wellbeing requirements of the statutory guidance and the wider non statutory elements)
- Personal Development (strong links must be evident with all PD areas)
- Promoting Mental Health and Resilience Policy
- Drugs and Alcohol Policy
- Attendance Policy
- Health and Safety Policy
- Wellbeing Policy

2. The seven guiding principles for relationships, sex and health education from the statutory guidance help us form the high quality RSHE provision in this school.

As a school we keep the following key principles in mind:

- A. Engagement with pupils.
- B. Engagement and transparency with parents.
- C. Positivity.
- D. Careful sequencing.
- E. Relevant and responsive.
- F. Skilled delivery of participative education.
- G. Whole school approach.

Further detail can be found in appendix two.

3. Our School Context, meeting the needs of the pupils, parents and the community

West Rainton Primary School is situated on the border of Durham and Sunderland in a proud former coalmining community. The school has a higher than average category of deprivation. It has a diverse community, attracting pupils from much further away over recent years due its fantastic reputation for inclusion. Within the school community around one in five pupils are from the travelling community. The school provides a broad and balanced curriculum, which is carefully planned to meet the needs of all its pupils, taking into account the views of parents too. Safeguarding the pupils in our school is of the highest priority and we recognise that a PSHE curriculum may need to be responsive to emerging needs or immediate concerns. In such cases, the school will inform parents and carers.

For example, crime statistics, such as anti-social behaviour or domestic violence.

Example sources.
[Home | Police.uk](#)

4. School intent – West Rainton Primary School

Our PSHE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their positive decisions, judgements, and behaviours.
- have the confidence and self-esteem to value themselves and others and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly, including respecting others and behaving responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations, including online sharing.
- understand, recognise and apply skills of seeking permission, refusal and consent.
- communicate and behave in a respectful manner towards people around them, contributing to a shared safe and inclusive environment/community to live.
- challenge discrimination and understand the importance of equality and respect.
- have sufficient information and skills to protect themselves in a variety of harmful situations including staying safe from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

5. The engagement and consultation with relevant stakeholders:

Parents and carers

As a school we want to make sure we communicate with parents in an honest and accessible way to help our parent community understand the importance of RSHE for wellbeing and safety.

Here at West Rainton Primary, we believe strongly in the role of parents in the development of their children's understanding about relationships. We will engage with parents to help make certain they understand the RSHE provision taught. We encourage parents to view resources and access the links provided on our school's website to support their child's learning and development at home, for example NSPCC links.

- Pupil voice- the PSHE lead will regularly talk to children about the issues that matter most to them. They hold a great deal of ownership over the personal development curriculum and opportunities on offer in the school. This is also done through regular discussion in assemblies and by the PSHE lead taking lessons across the school.
- Consultation and engagement with parents / carers takes place as both a open reading exercise followed by the opportunity to meet and discuss and questions,

concerns or unknowns. The school are proactive in utilising support from the local authority equalities team to ensure all parents feel heard and supported.

- Review of RSHE curriculum content with staff, pupils, and parents /carers is carried out annually or sooner if changes are made to objectives.
- Consultation with wider school community and governors takes place annually or sooner if curriculum objectives change. Governors receive regular reports on PSHE coverage at curriculum committees and full governing body meetings.
- Consultation, agreement, and implementation of policy by school governors takes place annually.
- Parents are regularly informed about the RSHE curriculum when required, such as through the school website, through class dojo, school newsletters and at face-to-face drop-in sessions ensuring accessibility for all.

At West Rainton Primary, we want to encourage our parents to be responsible for; -

- Supporting their children's personal, emotional and physical development alongside the support we offer as a school.
- Ensuring that they are aware of curriculum content and when topics will be covered in school by accessing the information provided. We aim to support all our parents and carers to engage in the process.
- Completing school surveys and attending parent sessions when invited.
- Foster an open and supportive home environment where pupils can engage, discuss and continue to learn about topics which have been taught in school.
- Contact school if additional support is needed to access school materials, information or policy documentation.

Parent RSHE meeting

As part of the engagement process all parents will have the opportunity to attend a meeting at a timely point.

- To view, develop and review the RSHE policy
- complete a parent survey (this will be available electronically)
- be kept informed of the external providers we may bring in to enhance and teach pupils specific RSHE content
- discuss the curriculum content and view a representative sample of the resources that we plan to use (a sample will be on the parent platform and further materials can be viewed upon your request)
- share any worries and ask questions
- discuss what sex education is taught in years 5 and/or 6 and the benefits of teaching this. (See section on sex education and rights of withdrawal)
- gain information about talking to your child at home, including useful sources of information.

Openness with parents and carers and RSHE materials

Copyright law and RSHE materials

Parents must agree, as a condition of access, that the curriculum/resource content should not be copied or shared further except as authorised under copyright law.

If a parent cannot attend a parent meeting or access the RSHE materials via the parent portal the school will provide paper copies to take home, providing parents agree to a similar statement that they will not copy the content/resource or share it further except as authorised under copyright law.

Any parent, teacher or pupil wishing to provide feedback about the curriculum will be able to do so at any time during the academic year.

Engagement with pupils

- An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging. Assessment of pupil readiness will take place as part of our continued approach to monitoring the curriculum; this may be within assessment for learning pedagogical approaches in our teaching, and in ensuring pupil voice forms part of our decisions on the timeliness of including particular subject content and the way in which it is taught.

6. Define your RSHE Programme

The DfE's statutory requirements means schools must teach Relationships Education.

Relationships Education is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships. Relationship Education supports children at the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves safe.

Primary relationships education is a protective and preventative curriculum that equips children with skills and knowledge to keep themselves and others safe, and to recognise and report risks and abuse, including online abuse. This is delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information.

Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires children and young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. At primary this is done without describing any detail of sexual activity.

Informed and a responsive curriculum.

All curriculum content is delivered in a sequenced and accumulative way across the primary phase and in a way that does not cause unreasonable alarm or appear to normalise risky behaviours or activities. As a school, we must respond to a need or concern that is affecting our pupils, we will inform parents and carers in advance if any content we intend to deliver, deviates from the previously planned curriculum. The intended taught lesson content (reasoning if appropriate) and relevant teaching

materials will be shared on request. Teaching will be age appropriate and respectful of all children. All curriculum content will be informed by the statutory RSHE guidance (DfE) and timeliness of delivery of such content, based on safeguarding the children in our school.

Statutory guidance primary relationships education topic areas are:

- Families and people that care about them
- Caring friendships
- Respectful kind relationships
- Online safety and awareness
- Being safe

For further information please see the programme of study document located on the PSHE page of the school website or ask in school for a paper copy.

Health Education – Health and Mental Wellbeing

The focus of Health and Mental Wellbeing in primary should be on teaching the characteristics of good physical health and mental wellbeing. It should enable pupils to see the strong links between physical and mental health, for them to make healthy choices and decisions and encourage openness around mental health, reducing stigma. It should support pupils to recognise when things are not right in their own health or the health of others and to seek support when needed.

As part of RSHE ‘Developing bodies’ will be delivered as part of the statutory programme.

Pupils will learn.

- about growth and other ways, the body can change and develop, particularly during adolescence.
- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples will be taught*. Pupils will gain understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts. (**parts referenced in the RSHE statutory guidance*).
- the facts about the menstrual cycle, including physical and emotional changes.

Curriculum content related to puberty and menstruation will be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products.

To view all the Health Education content, please see the information at the end of the policy.

7. Non-Statutory Sex Education at primary

Sex education is **not compulsory** in primary schools. The DfE recommends that primary schools 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. The national curriculum for science includes subject content in related areas, such as the

main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

This will be tailored to the age and physical and emotional maturity of pupils.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right of request to withdraw their child from all or part of the sex education curriculum.

Our school has **chosen not to teach non-statutory sex education**. We will continue to review this annually when assessing pupils' readiness for information to ensure curriculum content is meeting the needs of all our pupils.

Definition of sex education

Further advice about parents 'right to request withdrawal' from sex education, can be found below.

Right to be excused from non-statutory sex Education

Currently, we do not teach any non-statutory sex education content. We have left this section in our policy for information only. There are no elements of our PSHE curriculum that parents can withdraw their children from.

As a school we cover some additional content which is defined as sex education this is tailored to the age and the physical and emotional maturity of the pupils. As a school we review this content regularly and assess readiness of our pupils for any content taught. Parents will be informed what will be taught and when. Parents will have an opportunity to take part in the consultation process on what will be covered before we teach non statutory sex education. Right to be withdrawn does not include any statutory relationships and health education content, nor can pupils be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Parents will receive clear information on their right to request that their child can be withdrawn from some or all parts of sex education and the request will be automatically granted. Please see the attached form at the back of this policy to complete a request to withdraw your child from non-statutory sex education.

Parents and carers will have an opportunity to discuss their withdrawal request with the headteacher, this may include discussing if their child is to be withdrawn from all parts or just some of the content. The school will discuss how withdrawing their child may impact their child's understanding, and school-parent conversation should include discussing the benefits and the possible detrimental effects of withdrawal, along with offering support or signposting to resources that aid parents to discuss some content with their child at home (if a parent wishes this).

Alternative arrangements and purposeful education will be arranged for a withdrawn pupil. Parents are encouraged to discuss their concerns and / or decisions with the headteacher at the earliest opportunity. The head teacher/RSHE lead will document the process and outcome.

Please see the school website to access further RSHE information and websites to support any discussions at home. Please see the appendix for further guidance and information.

8. Whole school approach to wellbeing and positive relationships

Schools have freedom to implement the DfE's RSHE guidance in the context of a broad and balanced curriculum and in a way that best supports pupils' wellbeing, safety, personal and educational positive outcomes. All RSHE and the key topics of Mental Health and Wellbeing sit within the wider programme of Personal Development and Wellbeing and key links should be made to the other key areas in a school curriculum and other relevant policies, such as the PSHE education policy.

Contact with feeder schools is advised to ensure continuity in transition (primary to secondary) through a spiral curriculum.

Pupils with special educational needs and disabilities (SEND)

In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching of RSHE to meet the specific needs of pupils at different development stages. Teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Our aim is to make sure the curriculum is accessible to all pupils in school. See the inclusion section for further information.

9. Principles and Values for RSHE

RSHE is an integral part of personal development and lifelong learning, and it is an entitlement for all pupils in our care.

In addition, West Rainton Primary believes that RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- allow children to explore, consider, and gain an understanding of moral dilemmas.
- enable them to make informed and ethical decisions about their wellbeing, health, and relationships.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness.
- celebrate the wide range of family structures in our school community, including single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents, and foster parents/carers.
- promote love, respect, kindness, generosity, and caring for one another and respect the environment in which we live.

- encourage pupils and staff to share and listen to each other's views and the right to hold/express views.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- teach the importance of boundaries/consent and giving, in relationships including online with friends, peers and adults.
- prevent harms by helping young people understand and identify when things are not right.

RSHE has three main elements that contribute to personal development and wellbeing by helping pupils to.

Attitudes and Values

- learning the importance of values, individual conscience, and moral choices.
- learning the value and valuing family life, stable and loving relationships, marriage, and civil partnerships.
- learning about the nurture of children.
- learning the value of and demonstrating respect, kindness, love, and care.
- exploring, considering, and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- the importance of boundaries/consent and giving, in relationships including online with friends, peers and adults.
- challenging myths, misconceptions, false news, false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage a range of emotions within relationships confidently and sensitively, including off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice and discrimination
- pupils show respect for those who share the protected characteristics.
- understand bullying, and that this can include the use of derogatory terms relating to sex, race, disability, or sexual orientation.
- developing an appreciation of the consequences of choices made.
- managing conflict resolution, with families, people they care for and are for them and friendships.
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their family, with their peers, with adults and interactions online.
- how to report concerns, risks or abuse, including *'child on child' abuse, and have the skills, confidence and the vocabulary needed to do so.
- empower them with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their family, peers, adults, and interactions online.
- learning to actively seek, ask and recognise consent from others.
- Developing the skills necessary to communicate effectively in a range of scenarios involving consent and understand that consent can be withdrawn.

- learn and understand the role of a friend, understand how to form, maintain, and have positive healthy friendships (on and offline).
- know that you should be respectful in online interactions.
- know how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.
- The importance of exercising caution about sharing any information about themselves online.
- recognise the powerful influence of social media and develop critical thinking skills to manage their online presence.

Knowledge and Understanding

- Understand that being a victim of abuse is never the fault of the child.
- 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 does not feel right.
- know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical touch, and other, contact.
- about growth and other ways, the body can change and develop, particularly during adolescence.
- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples will be taught. (**parts referenced in the RSHE statutory guidance*). Pupils will gain an understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts.
- the facts about the menstrual cycle, including physical and emotional changes.
- learning about human reproduction (**Human reproduction is non statutory 'sex education'*)
- learning about where to go for help or advice in school and how to access a range of local and national support agencies, including online.
- Pupils will be supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

10. Roles and Responsibilities

The policy was produced by Alison McDonough (headteacher and PSHE lead) through consultation with Deputy Designated Safeguarding Leads, senior leaders, staff and full governing body- February 2026

Responsibilities of the Governor body are in ensuring all pupils make progress in achieving the expected educational outcome. Teaching is accessible to all pupils with SEND curriculum content and teaching materials align to the statutory RSHE 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.
- teaching staff have access to quality assured training and professional development associated with RSHE.
- the subject has a raised profile and is connected to safeguarding of children.

- all staff are up to date with policy changes, and are familiar with school practise, policy and guidance relating to RSHE.

The role of the Headteacher

It is the overall responsibility of the Headteacher to ensure that all stakeholders are informed about the RSHE policy, and that the policy is fully implemented. This includes parental rights to withdraw from some or all the sex education and fully informing parents what is statutory education that pupils cannot be withdrawn from.

The Headteacher will:

- Ensure staff have the necessary continued professional development and confidence to deliver a high quality RSHE curriculum that suits the needs of all the pupils in the schools.
- Ensure there is adequate time on the school timetable to deliver a high quality RSHE curriculum.
- Take responsibility overall for monitoring and evaluating the provision for RSHE.
- Report to the governing body on the effectiveness of the policy.
- Take responsibility for reviewing the policy on an annual basis along with parents and carers.
- Discuss and review requests from parents to withdraw their children from non-statutory sex education teaching.
- Seek quality assurance of curriculum material/resources/any external agencies/CPD provider used.
- Ensure there is openness with parents about the RSHE materials that are used to teach pupils and parents and carers are informed of their rights around viewing materials.
- Ensure parents and carers are informed when external agencies are invited in to deliver aspects of the RSHE curriculum (including the option to view the companies' materials).

The relationships, sex and health education subject leader are responsible for:

Teaching staff receive regular ongoing training either in-house by the PSHE lead or through Durham Authority or PSHE association to support pupils with empowerment and autonomy over their own health, relationships and safety choices. It also teaches our staff in how to create safe environments for this subject through tools such as class agreements and 'everybody write'.

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced approach to RSHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets the DfE statutory requirements in relation to the relationships, [sex], and health education curriculum.

- Ensuring the relationships, sex and health education curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex, and health education complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share a sample of the resources ahead of teaching and further resources upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

11. Organisation, content and delivery of RSHE

West Rainton Primary School will organise the teaching of RSHE as part of the PSHE Education curriculum

West Rainton specifically delivers RSHE through its PSHE Programme which is the PSHE association approved model curriculum and through RE and Science lessons at foundation stage, KS1 and KS2.

Much of the RSHE at West Rainton Primary takes place within PSHE Education lessons. Teachers deliver the PSHE curriculum with support from professionals where appropriate. The lessons are taught in two 20-minute sessions per week at timetabled slots for each class.

An overview of our objectives can be found at the back of this policy.

Safeguarding children must always be a priority.

A classroom agreement is used by all staff in all classrooms, agreed and created to best support healthy and positive conversation and learning opportunity.

RSHE lessons may contain content that pupils will find sensitive. Before embarking on these lessons, a group/classroom agreement are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. It is important to remember that when a child's question(s) go unanswered, they may turn to inappropriate sources of information and therefore teachers should aim to ensure pupils voices are heard appropriately.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the RSHE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSHE curriculum programme.

At West Rainton Primary all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are penis, vagina, testicles, nipples, breasts, and pubic hair all in an age and stage appropriate way. The correct terms help children to report abuse. Using the correct terms for the parts of the bodies strengthens our school approach to safeguarding children and links directly to RSHE guidance.

Managing difficult or sensitive questions

Pupils may ask questions about topics which go beyond any sex education covered by the school or related to sex education from which they have been withdrawn. The priority is to always make sure the child is safe and feels supported and heard. The school may contact a parent directly to discuss the question and ask how the parent wishes to proceed. Teachers may ask the pupil to speak to their parents or a trusted adult, signposting to support services where needed, as we recognise as a school that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

As part of teaching in a safe and inclusive classroom environment, pupils' questions and how they might be answered are discussed at the beginning of lessons, including offering alternative ways to ask questions, such as answering questions anonymously (using question boxes).

Open and positive school culture

A school has a responsibility to help create and nurture an open and positive school culture. It is vital this is reflected in our teaching and across whole school life to ensure our children experience positive healthy relationships with their peers and all school staff. We recognise the importance of modelling appropriate language and respectful behaviour and how this contributes to a safe inclusive, environment for all with a consideration for those with a protected characteristic.

Inclusive curriculum and delivery of RSHE

At (school name) we want to ensure both boys and girls have opportunities to practise respectful communication and understand experiences which are different from their own, for example lessons where menstruation is delivered to both sexes in a mixed class. At (school name) delivering RSHE as a whole class enables us to foster healthy relationships between all pupils allowing empathy and understanding for all to develop and grow. This contributes to reducing stigma and taboo when talking about certain aspects of health education.

If as a school we do identify a specific need, based on our regular monitoring of the subject, we may make an informed choice to separate classes by sex in order to create a safe space for discussion of a particular topic. Or we may identify a smaller group of pupils who would benefit from further support or information delivered separately. All pupils will receive the same information, and lessons delivery and adaptive teaching will be monitored and assessed to allow us to review practice and to continue to meet the needs of all our pupils.

12. Addressing child on child abuse/sexual harassment and violence and RSHE

Preventing sexual violence and abusive behaviour begins with ensuring pupils are well informed and that RSHE curriculum is taught in primary school. Relationships education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults.

Our school recognises that children are vulnerable to and capable of abusing other children and young people, including sexually, and we understand the complex, adverse effects of domestic abuse on children. 'Child to child' abuse will not be tolerated or passed off as part of 'banter' or 'growing up'. Please see our **Safeguarding Policy and Part five of the KCSIE 2025**. This school is committed to taking a proactive and preventative approach to all forms of abuse in schools and protect pupils from serious harm – both in and outside the home.

Pupils should understand that anyone can be a victim of sexual violence, and that the victim is never to blame. It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component. However, anyone can be affected by sexual violence and teachers should avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims.

Teaching staff will maintain an attitude 'it could happen here.' Staff in school have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes.

In an age and stage appropriate way, topics include, but are not limited to, consent and permission seeking (both on and offline), safe touch and privacy, respectful, healthy relationships and appropriate language, communication and behaviour. The content is covered through a spiral curriculum. Our school recognises the key links between these important topic areas and supporting our children to gain the skills and confidence to say no, speak up and report abuse.

[Keeping children safe in education 2025](#)

13. Fostering inclusion and valuing diversity

Schools are required to comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED), when teaching RSHE. Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Our school wants to ensure that children from a range of backgrounds and children with diverse needs feel like they belong in this school. We recognise this is bigger than just in the classroom. The school community, the environment, the interactions and relationships within our school must all be considered for a true inclusive environment. Please see our Inclusion and Equalities Policies for further information.

Schools must also make reasonable adjustments to alleviate disadvantage and make sure the RSHE content will be made accessible to all pupils, including those with SEND and a caring role.

Pupils with special educational needs and disabilities (SEND)

We believe RSHE should be inclusive and developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years.

For some SEND pupils there may be a need to tailor or adapt content and teaching of RSHE to meet the specific needs of pupils at different development stages. The teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

We will ensure that all pupils receive relationships education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. It is important that SEND pupils receive the knowledge they need to build up their independence and it helps to protect them from harm.

We recognise pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional, and mental health needs or learning disabilities.

Where possible the RSHE curriculum will be adapted to suit, 'not changed,' to ensure all pupils can have access to the same curriculum.

Religion and belief, including teaching in schools with a religious character.

RSHE should be sensitive to the religious background of pupils, and schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

All schools may teach about faith perspectives on these topics.

We encourage parents /carers to discuss any concerns with the headteacher.

Lesbian, Gay, Bisexual and Transgender (LGBT)

Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sex, sexual orientation and gender reassignment are amongst the protected characteristics.

The DfE strongly encourages primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families. The point in which as a school we teach pupils about LGBT, the content is fully integrated into the curriculum and within the context of teaching about different types of healthy loving families.

Pupils are taught to understand protected characteristics age appropriately. No one is treated in any way less favourably on the grounds of, gender reassignment, sexual orientation or sex.

As a school we will consult with parents and carers on the content of external resources on this topic in advance and make all materials available to them on request, as set out in the section on openness with parents.

The RSHE lead will ensure that the content is age and stage appropriate in the RSHE curriculum.

14. Safeguarding reports of abuse and confidentiality

This RSHE policy supports our school's approach to safeguarding and links to other key policies and guidance.

It is made clear to pupils that all adults in school cannot guarantee absolute confidentiality. When forming the class/group agreement pupils are informed and it will be reinforced to make sure all pupils understand.

It is equally important that staff adopt safeguarding-disclosure procedure and that children understand how confidentiality will be handled in a lesson and what might happen if they do disclose anything of concern in a discussion or anything shared directly with a teacher, about themselves or a peer. Pupils should also understand where they can report any concerns/worries and seek help, including to external services if they do not feel comfortable talking to school staff.

School staff are aware RSHE can at times lead to a disclosure and teachers will consult with the designated safeguarding lead to follow all safeguarding protocols in the school.

A child under thirteen is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under thirteen is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under thirteens should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of thirteen is classed as rape. Therefore, in all cases where the sexually active young person is under thirteen, a referral should be made to First Contact, naming the young person, and the sexual partner if known. Following this, a Strategy meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under thirteens should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

Where lessons are delivered by external agencies, schools must agree in advance of the session how a safeguarding concern would be dealt with by the external visitor, and in line with school policy. All visitors will be required to explain their safeguarding procedures informing the school how they would deal with receiving a disclosure.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures <https://durham-scp.org.uk>

15. Working with external agencies

The school may invite guest speakers into school to talk on issues related to RSHE, e.g. an expert or experienced health professional. A teacher will be present throughout all these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery. (See section on openness with parents and RSHE materials)

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they can participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

16. Monitoring and Evaluation of RSHE

Engagement with pupils and assessment

Our school's RSHE curriculum assessments ensure pupils continue to make progress and acquire the key knowledge needed for continued personal development and well-being.

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of the statutory RSHE curriculum in the context of the overall school plans for monitoring the quality of teaching and learning. The RSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing, and organising the revision of the RSHE policy and curriculum.

Appendices:

1. To add and update an outline of the curriculum and information about how to access the quality assured resource samples - A request for more detailed information can be requested from parents and carers.

An accessible form for parents to complete to submit a request to withdraw their child from non-statutory sex education, this should be sent to the headteacher.

A list of the external agencies that you use or plan to use.

A list of sources of information for parents and carers to talk to their children at home, further information will be shared via the parent portal.

[Parents' leaflets | NSPCC Learning](#)

[NSPCC | The UK children's charity | NSPCC](#)

[Parents and carers | CEOP Education](#)

[I'm looking for support with being a parent or carer | Barnardo's](#)

[Our services for parents and carers | Place2Be](#)

2. The 7 Guiding principles for relationships, sex and health education

Our school policy and practice is planned, assessed, monitored and developed with the 7 Guiding principles for relationships, sex and health education as the key principles:

a. **Engagement with pupils.** An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

b. **Engagement and transparency with parents.** Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.

c. **Positivity.** Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.

d. **Careful sequencing.** Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

e. **Relevant and responsive.** Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.

f. **Skilled delivery of participative education.** The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.

g. Whole school approach. The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

APPENDIX- template letter for withdrawal from non-statutory sex education

Dear Headteacher

RSHE CURRICULUM – RELATIONSHIPS & SEX EDUCATION

Further to our earlier correspondence and discussion, may I confirm in writing my formal request to withdraw my son/daughter from Sex Education classes/lessons/sessions.

In this I am exercising my right under the law, specifically The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

The Statutory Guidance on RSHE of July 2025 clarifies this (para 18) : *Where primary schools provide sex education, head teachers must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the science curriculum. In secondary, head teachers can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.*

In line with para 20 of the Guidance, where it states: *If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.*

Thank you very much for your assistance in enabling my family to exercise its legal rights in relation to non-statutory sex education.

Term 1

Y1

Obj 1 (min 4 sessions) CAREERS	<i>SKILLSBUILDER- problem solving and creativity</i> <i>Use your own SB assessment to progress these skills in your class using resources from the SB web</i>  	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	How do school rules prepare us for life?	
Obj 3	Class agreement	
Obj 4	Sense of uniqueness- celebrating our differences	Books- Elmer, snail and the whale, Giraffes can't dance,
Obj 5	Learning and playing together	
Obj 6	Let's be friends	
Obj 7	Let's make up	
Obj 8	Let's be kind	
Obj 9	Asking for permission- consent (in things such as play, taking a photo, doing someone's hair etc)	
Obj 10	Noticing feelings	
Obj 11	Paying attention to pleasant feelings	
Obj 12	Helpful and unhelpful thoughts	
Obj 13	Reacting	

friendships/ managing feelings

Term 1

Y2

Obj 1 (min 4 sessions) CAREERS	SKILLSBUILDER- problem solving and creativity Use your own SB assessment to progress these skills in your class using resources from the SB Assessment  	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	Noticing and naming feelings	
Obj 3	Different distractions	
Obj 4	Changing thoughts and feelings	
Obj 5	Managing unhelpful thoughts	
Obj 6	Reactions and responses	
Obj 7	What happens when things change?	
Obj 8	Watching videos	
Obj 9	Sharing pictures	
Obj 10	Playing games	
Obj 11	Helping to make good viewing choices (BBFC)	
Obj 12	Keeping viewing choices safe	

Mental health and wellbeing/ keeping safe online

Term 1

Y3

Obj 1 (min 4 sessions) CAREERS	SKILLSBUILDER- problem solving and creativity Use your own SB assessment to progress these skills in your class using resources from the SB Assessment  	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	Personal identity	
Obj 3	What makes a good friend?	
Obj 4	Falling out with friends	
Obj 5	How do I belong in my community?	
Obj 6	What does it mean to belong to WRPS?	
Obj 7	Exploring emotions	
Obj 8	Understanding distractions	
Obj 9	Managing thoughts and emotions	
Obj 10	Managing worries	
Obj 11	Managing responses	
Obj 12	How do I keep myself safe online?	

Belonging / mental wellbeing

Term 1

Y4

Obj 1 (min 4 sessions) CAREERS	<i>SKILLSBUILDER- problem solving and creativity</i> <i>Use your own SB assessment to progress these skills in your class using resources from the SB Assessment</i>  	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	Describing emotions	
Obj 3	Understanding internal and external distractions	
Obj 4	Exploring different thinking habits	
Obj 5	Different ways to manage worries	
Obj 6	Strategies for staying calm	
Obj 7	How do people manage change and loss?	
Obj 8	Firework safety	
Obj 9	Keeping safe at home	
Obj 10	Road safety	
Obj 11	Exploring risk in relation to gambling	
Obj 12	Medicines and household product safety	
Obj 13	Smoking, vaping and alcohol risks	

Mental health and wellbeing / ways to manage risk

Term 1

Y5

Obj 1 (min 4 sessions) CAREERS	<i>SKILLSBUILDER- problem solving and creativity</i> <i>Use your own SB assessment to progress these skills in your class using resources from the SB Hub</i>  	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	Including others	
Obj 3	Positive and respectful friendships	
Obj 4	Bullying and its impact	
Obj 5	Challenging stereotypes	
Obj 6	Inclusive communities- how do we help communities to get along	
Obj 7	Noticing and naming emotions	
Obj 8	Directing attention and managing distractions	
Obj 9	Changing thinking habits	
Obj 10	Rumination and worry	
Obj 11	Managing reactivity	
Obj 12	Good mental wellbeing habits- incl. online	
Obj 13	Who influences me and is it always good?	

Friendships, stereotypes and bullying / Mental health and wellbeing

Term 1

Y6

Obj 1 (min 4 sessions) CAREERS	<i>SKILLSBUILDER- problem solving and creativity</i> <i>Use your own SB assessment to progress these skills in your class using resources from the SB Hub</i>  	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	Regulating emotions	
Obj 3	Managing distractions	
Obj 4	Developing positive thinking habits	
Obj 5	Managing rumination and worry	
Obj 6	Managing stress	
Obj 7	How do people manage loss and support each other?	
Obj 8	Money and emotional wellbeing	
Obj 9	Being a critical consumer	
Obj 10	Chancing it- risk associated with gambling including within games online	
Obj 11	Spending influences	
Obj 12	Wellbeing and support	
Obj 13	Revisiting consent	

Mental health and wellbeing / Money

Term 2

Y1

Obj 1 (min 4 sessions) CAREERS	<i>SKILLSBUILDER- staying positive and aiming high</i> <i>Use your own SB assessment to progress these skills</i> <i>in your class using resources from the ebs</i>	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	All different, all special	
Obj 3	Sameness and difference	
Obj 4	What makes a family?	
Obj 5	Different kinds of families	
Obj 6	What makes me me?	
Obj 7	Who cares for me? How do we show care?	
Obj 8	Keeping safe at home	
Obj 9	Keeping safe in my body	
Obj 10	Keeping healthy- nutrition and exercise	
Obj 11	Keeping healthy- sleep and cleaning	
Obj 12	Medicines and household product safety	

Celebrating families / safety at home

Term 2

Y2

Obj 1 (min 4 sessions) CAREERS	SKILLSBUILDER- staying positive and aiming high Use your own SB assessment to progress these skills in your class using resources from the  	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	My special people- different families	
Obj 3	Growing up – human life cycle	
Obj 4	Everybody's body	
Obj 5	Respecting privacy and personal space	
Obj 6	PANTS RULE- NSPCC lesson on personal privacy	
Obj 7	What are my strengths and interests?	
Obj 8	All about different jobs	
Obj 9	Diversity in careers (challenging stereotypes)	
Obj 9	What is money?	
Obj 10	Money choices	

Me and my body / Money and work

Term 2

Y3

Obj 1 (min 4 sessions) CAREERS	<i>SKILLSBUILDER- staying positive and aiming high</i> <i>Use your own SB assessment to progress these skills in your class using resources from the ebs</i>	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	Healthier eating and drinking habits	
Obj 3	Healthier eating- choices and influence	
Obj 4	Ready, set, cook!	
Obj 5	Good dental health	
Obj 6	Importance of regular physical activity	
Obj 7	Creating and managing passwords	
Obj 8	Protecting your devices	
Obj 9	What can we watch? Safe choices	
Obj 10	Can we choose what to watch?	
Obj 11	Paying to play	

Building healthy habits / making choices online

Term 2

Y4

Obj 1 (min 4 sessions) CAREERS	SKILLSBUILDER- staying positive and aiming high Use your own SB assessment to progress these skills in your class using resources from the ebs  	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	Valuing friendships	
Obj 3	Friendship challenges	
Obj 4	What is bullying?	
Obj 5	Kindness	
Obj 6	How is money used?	
Obj 7	Making decisions about money	
Obj 8	Saving, loans and spending	
Obj 9	How news affects feelings	
Obj 10	Fake or real news?	
Obj 11	Questioning images in the news	

Respectful relationships / money matters

Term 2

Y5

Obj 1 (min 4 sessions) CAREERS	SKILLSBUILDER- staying positive and aiming high Use your own SB assessment to progress these skills in your class using resources from the ebooks 	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	Managing feelings about the news	
Obj 3	Spotting fake news	
Obj 4	Understanding that news is targeted	
Obj 5	Climate-Connecting with nature	
Obj 6	Climate- actions	
Obj 7	Climate- Doing it together	
Obj 8	Giving and seeking consent	
Obj 9	Personal boundaries	
Obj 10	Appropriate and inappropriate touch	
Obj 11	How do I respect boundaries of others?	

Positively engaging with the world / respecting boundaries

Term 2

Y6

Obj 1 (min 4 sessions) CAREERS	<i>SKILLSBUILDER- staying positive and aiming high</i> <i>Use your own SB assessment to progress these skills in your class using resources from the ebs</i> 	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	Puberty- physical and emotional changes	
Obj 3	Becoming independent	
Obj 4	Positive, healthy relationships	
Obj 5	The importance of a good night's sleep	
Obj 6	Medicines and appropriate use	
Obj 7	Legal and illegal substances	
Obj 8	Influences and pressure	
Obj 9	Tobacco, vaping and alcohol in the media	

Puberty / health risks from substances

Term 3

Y1

Obj 1 (min 4 sessions) CAREERS	SKILLSBUILDER- leadership and teamwork Use your own SB assessment to progress these skills in your class using resources from the SB website  	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	Why is it important to be healthy and how do I take care of myself on a daily basis?	
Obj 3	What do I know about healthy and unhealthy foods including sugar intake? Emphasis on dental hygiene.	*
Obj 4	How much sleep should I have and why?	
Obj 5	How do we stay safe in the sun?	*
Obj 6	Understand that hand-washing is to protect other people as well as themselves- spread of germs.	
Obj 7	Emotions	*
Obj 8	Kindness	
Obj 9	Self-care	*

Being healthy / showing kindness to ourselves and others

Term 3

Y2

Obj 1 (min 4 sessions) CAREERS	SKILLSBUILDER- leadership and teamwork Use your own SB assessment to progress these skills in your class using resources from the SB website  	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	What routines and habits do I have to keep myself healthy, physically and mentally? (including importance of sleep)	
Obj 3	Why is visiting the doctor and dentist so important? (Including how immunisations help us and dental hygiene routines)	*
Obj 4	How can I describe and share a range of feelings? Including strategies to calm down, feel good or change my mood.	
Obj 5	How do I manage big feelings including those associated with loss, change or bereavement? Including who I should talk to about getting help with understanding my feelings.	
Obj 6	Moving to a new class	
Obj 7	How can I recognise risk in everyday situations? (road safety, water safety, sun safety)	*
Obj 8	How can I keep myself safe at home? (electrical safety, fire safety, household medicines)	
Obj 9	How can I tell if something is potentially unsafe and what steps should I take to remove myself from danger?	*
Obj 10	What is meant by privacy? When might people want privacy? Importance of respecting others' privacy.	
Obj 11	How do I respond if there is an accident and someone is hurt including how to dial 999 and what to say?	*

Looking back and moving on / keeping safe

Term 3

Y3

Obj 1 (min 4 sessions) CAREERS	SKILLSBUILDER- leadership and teamwork Use your own SB assessment to progress these skills in your class using resources from the SB website  	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	What are allergies and how can I take care of someone with them?	
Obj 3	Taking care of bites and stings	
Obj 4	How to call for help in an emergency	
Obj 5	How does school keep me safe	*
Obj 6	How do I recognise typical hazards at home and in school and how can I manage risk in these situations? (crossing roads, in the kitchen, playground hazards)	
Obj 7	Why is fire safety so important at home, especially the importance of smoke alarms?	
Obj 8	Why are safety rules from parents and other adults so important to follow?	
Obj 9	How do I keep myself safe in my local environment? (local roads, parks, water hazards eg Rainton Meadows)	*

Looking out for each other / keeping safe

Term 3

Y4

Obj 1 (min 4 sessions) CAREERS	SKILLSBUILDER- leadership and teamwork Use your own SB assessment to progress these skills in your class using resources from the SB we  	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	What does good physical health look like and how can I recognise early signs of illness?	
Obj 3	How can I maintain a balanced healthy lifestyle, both physically and mentally?	
Obj 4	How do I maintain good oral hygiene and dental health? (Including: brushing, flossing, effects of foods/drinks and substances on teeth, and regular dentist visits)	*
Obj 5	What is changing about my body as I get older? Why is it important for me to have good personal hygiene habits now?	*
Obj 6	What do we mean by privacy and why is it so important that we respect this in others?	
Obj 7	Family relationships	*
Obj 8	Diverse families	
Obj 9	Family changes	*
Obj 10	Marriage and partnership	

Growing up / families

Term 3

Y5

Obj 1 (min 4 sessions) CAREERS	SKILLSBUILDER- leadership and teamwork Use your own SB assessment to progress these skills in your class using resources from the SB w  	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	What is asthma and how do I take care of someone with it?	*
Obj 3	Basic first aid- head injuries- why are they so dangerous?	
Obj 4	How do medicines contribute to my health? (include how allergies are managed and why vaccines are important)	
Obj 5	How do we have a shared responsibility in keeping our environment clean with everyday hygiene routines? (hand washing, how viruses and bacteria spread)	
Obj 6	How can I take responsibility for my own safety? (when out in the community, around roads, around water)	
Obj 7	How do I tell the difference between positive risk-taking (eg trying a new sport) and dangerous behaviour?	
Obj 8	Basic first aid- recovery position, importance of stopping bleeds and how to bandage. How and when to call 999 and what to say.	
Obj 9	CEOP- block him right good, Alfie!	
Obj 10	Who's Magnus?	
Obj 11	They have fans, we have friends!	
Obj 12	Respectful relationships online	

Healthy habits / safe connections

Term 3

Y6

Obj 1 (min 4 sessions) CAREERS	SKILLSBUILDER- leadership and teamwork Use your own SB assessment to progress these skills in your class using resources from the SB we'  	Note- these should be interspersed through the term so time is given to implement new skills.
Obj 2	What is AI?	
Obj 3	How does AI affect our rights?	*
Obj 4	What is an AI chatbot?	
Obj 5	The impact of generative AI	
Obj 6	The ethics of AI images	
Obj 7	Pick your pics	
Obj 8	Understand the right to protect their own bodies- consent. (including FGM being illegal in the UK)	*
Obj 9	Moving on to beyond primary – transition booklet	
Obj 10	Moving on to beyond primary – transition booklet	
Obj 11	Choosing a career	
Obj 12	Career routes	

AI Literacy / looking to the future



The Foundations of PSHE inc. RSHE in EYFS

Our EYFs curriculum is planned to be rich, inspiring and broad to allow all of children to widen their horizons in each subject, through **holistic learning**. It provides the depth that enables our children to become confident independent learners and are supported to have in depth knowledge and skills essential for all areas of development. Our Early Years provision provides children with a wide range of rich, first hand learning experiences to take the curriculum beyond the classroom and develop their love of learning, independence and creative thinking. Our curriculum has been developed to offer children a wide range of opportunities to personalise their learning in order to develop existing talents and interests and discover new ones. Our foundation stage raises children's aspirations and equips them with the knowledge and skills to flourish in their next stage of their education.

Reception

Autumn1- Me, my family and my village
Harvest/ Autumn
Autumn 2- Heroes People who help us, Why do we wear poppies?
Bonfire night
Christmas
Spring 1 - Winter
Chinese New Year
Africa
Spring 2 - Traditional Tales
Growing plants
Easter/ Spring
Summer 1 - Lifecycle
Summer 2 - Transport and Travel
Pirates/ The Seaside

Nursery 2 (3-4 Year Olds)

Autumn 1 - All about me (when I grow up)
Autumn - Forest Classroom
Autumn 2 - Colour and Celebrations, (Diwali, Christenings, Christmas, Halloween and Bonfire night)
Spring 1 - Winter
Once upon a time and rhyme,
Chinese New Year
Spring 2 - Mr Wolf's Pancakes
Bible stories - Noahs Ark and Animals
Spring / Easter
Summer 1 - Lifecycle/ Growing
Summer 2 Healthy foods,
People Who Help Us

Nursery 1 (2-3 Year Olds)

Term1- Nursery rhymes / I Can.. (new skills routines, sensory experiences)
Term 2- Animals/ Pets / Textures and Colours
Term 3- Teddy Bears Picnic
Possible extra topics - Easter, Christmas, Halloween, Mother's Day and Father's Day

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive, relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

RHE		
Two and Three - Year-Olds	Personal, Social and Emotional Development	I am beginning to follow routines and boundaries 1,2,3 I am beginning to feel strong enough to express a range of emotions. 1 I am growing in independence rejecting help and can get frustrated. 1 I am beginning to show control for example waiting for a turn. 1 I am increasingly able to talk about and manage my emotions. 2 I notice and ask questions about differences. 3 I am beginning to develop friendships 2 I can say yes and no to a range of people. 1,2,3
Three and Four-Year-Olds	Personal, Social and Emotional Development	I am independent in my play and can play with others. 1 I can choose equipment for my play and I can tell you why I am playing with equipment. 2 I can think about my play. I can think and choose my own play challenges. 3 I can use equipment correctly. 2 I can exhibit friendly behaviour to welcome visitors. 3 I can cope with small changes to our routine. 1 I can extend my play through talk.123 I can understand how to respond to my friends wishes. 23 I can say yes or no to choices given to me. 1,2,3 I can play cooperatively with others and make a choice if I want to. 123 I know how to make the right choice.123

		I can manage my emotions and I am beginning to express my needs appropriately. -I am beginning to learn ways to calm myself down when I feel upset.1,2,3 I can take turns with others and I can share.1,2,3 I can play alongside other children - cooperatively. 1,2,3 I can talk about being healthy. I can brush my teeth and say why. I can go to the toilet and wash my hands. 1,2,3 I can tell an adult when I need help. 1,2,3 I can follow the daily routine and rules in nursery 1,2,3
Reception	Personal, Social and Emotional Development	I can initiate a conversation. I can tell you what I don't like and why I don't like it. I can tell you about my family's roles and interests. I am a confident individual, I can show resilience and perseverance in the face of challenge. I can listen to an adult and my friend. I can be kind to others and have regular friends that are good for me. I can model the right choice during times when the whole class are together. I can offer talk to understand how a character maybe feeling. I can talk and solve challenges with simple solutions within the circle time. I can manage my own hygiene. I can choose a healthy snack and I understand why I need fruit and veg. I can understand the word consent 3 I can talk about the different factors that support my overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

ELG	Personal, Social and Emotional Development †	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
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