

The Meadow Community
Primary School and Pre-School

Relationships, Sex and Health Education Policy (RSHE)

Adopted by The Meadow Community Primary School on:	Date: June 2026
This policy will be reviewed	As policies, procedures and regulations are updated.
Review date	June 2027

Relationships, Sex and Health Education Policy (RSHE)

Rationale

This policy sets out our school's approach to delivering statutory Relationships, Sex and Health Education (RSHE) in primary phases, and our approach to any non-statutory sex education we choose to provide. It ensures that RSHE is delivered in a safe, inclusive, evidence-informed and age-appropriate way that meets statutory requirements and supports pupils' physical, social and emotional development. Our work in RSHE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

Definitions

- **RSHE:** Relationships, Sex and Health Education. This involves teaching the knowledge and skills that enable pupils to make informed and ethical decisions about their wellbeing, health and relationships.
- **Health Education:** teaching about physical and mental wellbeing, healthy lifestyles, drugs, alcohol, hygiene, basic first aid and puberty.
- **Sex education:** in primary schools this is non-statutory. It may include additional content beyond the statutory curriculum (for example, conception and reproduction). Where taught, parents have a right to withdraw their child.
- **PSHE:** Personal, Social and Health Education. RSHE content is delivered to pupils in their PSHE lessons.

Scope

This policy applies to all pupils in the primary phase (Foundation to Year 6) and to all staff involved in the planning and delivery of RSHE in the school, including external visitors and volunteers.

Legal framework and guidance

This policy has been developed in line with:

- DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)
- Children and Social Work Act 2017
- Equality Act 2010
- Keeping Children Safe in Education (latest edition)
- National Curriculum (Science) programme of study
- Local safeguarding procedures and the school's Safeguarding and Child Protection Policy
- British Values are interwoven throughout the curriculum. The protected characteristics of age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex are also covered at age-appropriate levels.

This policy was drawn up as a result of consultation with pupils, parents, staff and the Local Governing Body.

Curriculum content

RSHE is taught mainly through our PSHE curriculum with cross-curricular links in Science, Computing, PE and RE. The curriculum is progressive and age-appropriate. See appendix 2 for our PHSE/RSHE overview. Our curriculum is based on Twinkl Life programme which includes learning about relationships, living in the wider world and health and wellbeing. If any of the content is non-statutory, parents do have the right to withdraw pupils from these lessons. Parents will be informed in advance when these lessons are to take place.

Science

The National Curriculum (Science) is statutory and pupils cannot be withdrawn from any of it. Appendix 4 outlines the specific areas, related to Relationships, Sex and Health Education that children will be taught in their science lessons.

Sex Education (non-statutory)

Sex education is not statutory in primary schools in England. However, primary schools may choose to teach some aspects of sex education to prepare pupils for the transition to secondary education. At The Meadow, we do choose to teach sex education to our older pupils in Key Stage 2 in an age-appropriate and sensitive manner. Parents/carers have the right to request that their child be withdrawn from these specific lessons (see above). All pupils will continue to receive statutory science and health education, including learning about puberty and human development.

Delivery

- RSHE is delivered primarily by class teachers, with support from the PSHE lead and senior leadership.
- Lessons use a variety of active, child-centred approaches: discussion, role-play, scenarios, stories and age-appropriate resources.
- Ground rules are established for sensitive work (e.g. no personal disclosures; respect; anonymity of questions).
- Diversity and inclusion are embedded in all resources. The materials we use reflect different family types, cultures, abilities, religions and sexual orientations in an age-appropriate way.
- External visitors (e.g. school nurses) may be used to enhance provision.

Difficult questions

- Teachers will respond to pupils' questions in a sensitive, age-appropriate, and respectful manner, recognising that some topics may be complex or challenging. Staff will aim to provide clear and factual answers, while ensuring that responses are aligned with the school's RSHE curriculum and values.
- Where a question is deemed inappropriate for the whole class or beyond the scope of the lesson, teachers may address it at a later time or refer the pupil to talk to parents or another trusted adult. In all cases, staff will encourage an open and supportive environment, while maintaining professional boundaries and safeguarding considerations.

Inclusion and equality

- We understand the importance of ensuring that all children in our school receive their entitlement to RSHE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, vulnerability, religion, cultural and linguistic background when planning and delivering RSHE.
- We recognise that pupils with special educational needs or a disability can be particularly vulnerable members of society and therefore it is important that learners with SEN have the opportunity to develop strategies and attitudes to keep themselves safe from an early age. We will consider:
 - their level of vulnerability (including safeguarding)
 - their need to learn and demonstrate appropriate behaviour
 - their need to develop self-esteem and positive body image
 - the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
 - clarity about sources of support for pupils.

No Outsiders

- The No Outsiders curriculum is used in conjunction as part of the PSHE Curriculum and uses classroom lessons, assemblies and story books to teach pupils about all

aspects of difference and diversity – principles which are in line with fundamental British Values and promoted in the Equality Act (2010).

- No Outsiders celebrates difference and diversity and will provide our pupils with a strong sense of belonging in a welcoming school community. Bullying is far less likely to exist in an environment which fosters inclusion, respect, celebrates diversity and where children work and play with others from a range of diverse backgrounds.

Assessment and progression

- Assessment is formative and developmental: staff assess pupils' understanding against intended learning outcomes.
- Evidence of learning is recorded in a proportionate way (class records, annotated planning).

Roles and responsibilities

- **Governing body:** Ensures statutory requirements are met, approves the policy and monitors implementation.
- **Headteachers:** Ensures policy implementation, allocates resources, provides staff support, liaises with parents and contributes to policy development
- **PSHE lead / RSHE coordinator:** Leads curriculum planning, contributes to policy development, staff training, monitoring and liaising with parents.
- **Teachers:** Deliver lessons, adapt to meet pupils' needs, follows safeguarding and confidentiality procedures, liaises with parents.
- **Parents/carers:** Support the school's RSHE approach and are consulted on the curriculum offer.

Parents' right to withdraw

- Parents have the right to request withdrawal of their child from specific non-statutory sex education lessons. This does not apply to Relationships Education, Health Education or statutory Science lessons.
- Withdrawal process:
 - Parent contacts the headteacher in writing outlining the reasons.
 - Headteacher meets parent to discuss the request and offer to review materials.
 - Where withdrawal is agreed, the school will provide an alternative activity for the pupil.
 - The school will record any withdrawals.
- The school will endeavour to support parents in understanding what will be taught and why, to reduce unnecessary withdrawals.

Openness with parents

- The Meadow is committed to maintaining an open and transparent approach with parents and carers regarding the RSHE curriculum.
- In line with statutory requirements, the school will consult with parents during the development and review of the RSHE policy. Parents will be given access to a representative sample of the resources used in teaching RSHE, and all curriculum materials will be made available for viewing upon request.
- While parents do not have the right to veto curriculum content, the school recognises the importance of ensuring parents are fully informed about what is being taught, particularly in relation to sensitive topics.

Safeguarding, disclosures and confidentiality

- Teachers cannot promise absolute confidentiality. If a pupil makes a safeguarding disclosure or indicates they are at risk, staff must follow the school's Safeguarding and Child Protection Policy and report to the designated safeguarding lead (DSL) immediately.
- Records of safeguarding concerns are kept in accordance with the Safeguarding Policy and data-protection requirements.
- For sensitive questions, schools may use anonymous question boxes. Questions requiring safeguarding action will be followed up.

Staff training and support

- All staff involved in RSHE receive appropriate training and guidance.
- Training includes subject knowledge, pedagogy for sensitive topics, safeguarding procedures and how to manage parental queries.
- Newly-appointed staff receive induction in RSHE expectations.

Use of external agencies and visitors

- Any external provider will be checked for suitability and briefed on the school's policy and safeguarding procedures.
- Staff remain present during sessions and retain responsibility for classroom management and pupil welfare.

Monitoring and evaluation

- The PSHE lead will monitor delivery through planning scrutiny, lesson observations, pupil voice and learning evidence.
- Governors will receive an annual report on RSHE provision and any parental withdrawal requests.

Quality Assurance

- Symphony Learning Trust use the Peer Review system of inspection which monitors and evaluates the quality of education and the curriculum. This process involves school inspection, book scrutinises, pupil interviews and curriculum lead interviews.

Complaints

- Any complaints about RSHE should be raised via the school's complaints procedure. The headteacher will aim to resolve concerns informally; if unresolved, the governing body will follow formal procedures.

Record-keeping and data protection

- Records of curriculum coverage, lesson plans and parental communications will be retained in accordance with the school's record retention policy and GDPR.
- Sensitive personal details relating to disclosures are stored securely and shared only with those with a legitimate safeguarding role.

Review

- This policy will be reviewed every year and in response to changes in statutory guidance or local/national priorities.

Agreed by the Local Governing Body on 3rd June 2026

Signed: D.Guyon

Mr D Guyon Chair of the Local Governors

To be reviewed in June 2027

Relationships education: content to be covered by the end of primary

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Primary health and wellbeing: content to be covered by the end of primary

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- 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

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- 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 and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Pupils should know:

- 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 good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups 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 science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

The Meadow Community Primary School



PHSE Overview – including RSHE. All content is statutory apart from lessons about sex education which are not statutory objectives covered in the science national curriculum.





<u>Year</u>	<u>Relationships</u>	<u>Living in the wider world</u>	<u>Health and wellbeing</u>
FS	Relationships in EYFS are closely linked to the Personal, Social and Emotional Development area of learning and are woven naturally into everyday routines, play, and experiences. Through daily interactions, play, and group activities, children learn how to make friends, take turns, share, listen to others, and express their feelings appropriately.	In EYFS, living in the wider world is supported by helping children understand their community, respect differences, follow rules, and develop a sense of belonging through shared experiences and play.	In EYFS, health and wellbeing are supported by promoting healthy routines, emotional awareness, physical activity, and self-care, helping children feel safe, happy, and confident in managing their bodies and feelings. We use correct body-part names and discuss differences between us
1	Relationships - TEAMS Belonging – rules of our class, school and community and how a positive learning environment creates success for all. Looking at behaviour, kindness, good choices and bullying and teasing.	Living in the wider world – one world How we can learn from people and their ways of life in different places around the world. Exploring similarities and differences – families, schools, home. Looking at how we can look after our world.	Health and wellbeing – it's my body Sharing the messages of choice and consent. How to take care of our bodies and make safe choices. Sleep and exercise, diet, cleanliness and substances.
	Relationships – be yourself – how being comfortable and confident with yourself can support positive mental health and wellbeing. Exploring our positive qualities and our individuality. Feelings and strategies for managing uncomfortable emotions.	Living in the wider world – aiming high We are going to be learning about having high aspirations, celebrating our strengths and how having a positive attitude to learning can help us achieve. Equal opportunities and the difficulties caused by stereotyping.	Health and wellbeing - safety first Learning about dangers and how to keep ourselves safe by making informed decisions. How to stay safe outside, inside the home, online and around strangers. Learning about the underwear rule.
2	Relationships - VIPs – This unit focuses on how we can nurture and develop positive and healthy relationships with the very important people in our lives. We will explore who these special people may be and how they can be different for everyone. We will develop strategies for resolving issues as	Living in the wider world - money matters In this unit, we will explore what money is and what forms it comes in. Children will discuss: coins and notes; debit cards; smart technology payments; contactless payments; online money transfers. We will discuss what people choose to buy and discuss what is meant by wants and	Health and wellbeing – think positive This unit supports children to adopt a positive outlook and explores the benefits of this. We develop our understanding of: thoughts and feelings; ways to express emotions and cope with uncomfortable feelings; gratitude; mindfulness.

	<p>they arise and getting help when we need it.</p>	<p>needs. All discussions promote kindness and respect towards the spending decisions of others.</p>	
	<p>Relationships – digital wellbeing</p> <p>In this unit, we will explore how to use the Internet safely and responsibly. We consider the many ways the Internet helps us and the importance of balancing our online and offline activities in a healthy way. We will consider risks that we may face on the Internet and how to manage these as well as the fact that not everything we see on the Internet is true.</p>	<p>Living in the wider world – diverse Britain</p> <p>This unit is inspired by the positive effect we can each have on the groups and communities to which we belong. We will discuss: communities; being good neighbours; looking after the local environment. The theme of respect and kindness is central to all learning in this unit as we explore diversity across our society.</p>	<p>Health and wellbeing - growing up</p> <p>In this unit, we learn about how we change physically and emotionally as we grow. We will explore how we show respect to our own and others' bodies and what consent means. We learn about stereotypes and different types of families as well as how changes around us affect our emotions.</p>
3	<p>Relationships – TEAMS</p> <p>Exploring challenges that come with a new class, new school or new year group and ways we can manage these. It introduces ways we can work through conflict within our teams and promotes discussion of feelings and emotions.</p>	<p>Living in the wider world – aiming high</p> <p>Looking at the attitudes that help us to succeed and explore how a growth mindset can improve our learning outcomes. We will think a little bit about resilience and how we can break down aims to set ourselves short, medium and long-term targets and achieve our goals.</p>	<p>Health and wellbeing – safety first</p> <p>Exploring ways we can take more responsibility for our own safety as we grow up. We will discuss decisions we can make to help protect ourselves and strategies for dealing with peer pressure. We will consider everyday hazards, risks and dangers and how to manage these. We will consider safety around:</p> <ul style="list-style-type: none"> • rail; • water; • road; • substances. <p>We will also discuss basic first aid and how to respond in an emergency situation.</p>
	<p>Relationships – be yourself</p> <p>Promoting a positive sense of self, building on the foundations laid in the KS1 unit of the same name. It explores strategies for managing uncomfortable situations and being assertive when needed while maintaining respectful relationships. It considers the role of the media in promoting a particular image and supports children to view these more analytically.</p>	<p>Living in the wider world – one world</p> <p>Learning about our British Values – This unit of work focuses on the fact that people's opportunities and life experiences differ throughout the world and encourages children to consider how we can have a positive effect on others by being an active global citizen. We will discuss issues such as stereotypes, inequality, climate change and fair trade. The unit centres around a fictional character called Chiwa from Malawi.</p>	<p>Health and wellbeing – it's my body</p> <p>We will explore the different strategies which help us to take care of ourselves regarding:</p> <ul style="list-style-type: none"> • cleanliness; • sleep and exercise; • diet; • substances. <p>The focus on consent and respect remains central to the unit and children are invited to consider who their trusted adults are, for times when we need additional support.</p>





4	<p>Relationships – VIPs</p> <p>Talk about the importance of showing respect to people we care about; • discuss the positive qualities of healthy friendship and how these make us feel; • explain the choices we have in our relationships and understand that we are in control of our own actions; • describe which positive resolution might be most suited for each dispute; • talk about how bullying can affect people, including the bully; • talk about prejudice and discrimination and how these can lead to forms of bullying.</p>	<p>Living in the wider world – money matters</p> <p>Learning about different types of money and reasons we need to spend. Exploring how we can plan our spending with budgets and keep track of what we spend, and what happens if people cannot afford what they need. Looking at the idea of borrowing money and debt, considering the emotional impact of this.</p>	<p>Health and Wellbeing – think positive</p> <p>understand that having a positive attitude is good for our mental health. • understand the causes of negative thoughts. • identify ways to cope with negative thoughts. • understand the impact certain changes can have on people and how it can affect them emotionally. • identify some mindfulness techniques and discuss which they like to use. • identify strategies to cope with uncomfortable emotions</p>
	<p>Relationships - digital wellbeing</p> <p>I can recognise why it is important to balance time online and offline for wellbeing; • empathise with a cyberbullying victim; • respond appropriately to different online scenarios; • recognise the role they play in sharing information responsibly online; • understand the consequences of sharing certain information, images and videos online; • explain the potential negative impact from sharing things online.</p>	<p>Living in the wider world – diverse Britain</p> <p>This unit is inspired by and celebrates the fact that we live in a multicultural, diverse and democratic society. This promotes respect for differences between people and explores British values, such as:</p> <ul style="list-style-type: none"> • rules; • the law; • liberty; • democracy. 	<p>Health and wellbeing – growing up.</p> <p>Learning about different parts of the male and female bodies and the part they play in the reproductive process. We will explore how we change physically and emotionally as we grow and consider relationships and families.</p>
5	<p>Relationships - TEAM</p> <p>This unit builds on the importance of belonging and feeling secure in our various teams and communities by considering the positive qualities of a team. We will explore how to disagree respectfully and how to communicate effectively as well as how to collaborate and compromise. This unit also reflects on how we can manage and deal with bullying and unkind behaviour.</p>	<p>Living in the wider world – aiming high</p> <p>In the context of achievements, aspirations and opportunities, children will have the chance to explore their own preferred learning style and consider what helps them to succeed. We will consider obstacles and barriers people face when learning and how we can work to overcome these. We will discuss what opportunities children have now and what opportunities they will have in the future and will also consider the damaging effects of stereotypes in the world of work.</p>	<p>Health and Wellbeing – safety first</p> <p>This unit will continue to look at various risks, hazards and dangers both inside and outside the home. This time, the unit will develop children’s understanding by considering how we can take responsibility for our own safety and how to make informed, responsible decisions which keep us safe.</p> <p>This unit covers safety around:</p> <ul style="list-style-type: none"> • rail; • road; • water; • fireworks; • dangerous substances; • medicines.

	<p>Relationships – be yourself</p> <p>Celebrating children's individuality and promoting the idea that we are all unique. Looking at how making positive choices can help us to do the right thing and how we can manage uncomfortable feelings and peer pressure.</p>	<p>Living in the wide world – one world</p> <p>Looking at global citizenship and how it supports children to grow as active, responsible citizens, considering our wonderful world and how we can positively affect it by the choices we make. We will learn about:</p> <ul style="list-style-type: none"> • sustainability; • biodiversity; • global warming; • natural resources. <p>All this learning will hold central the consideration of what we can do to make the world a better place.</p>	<p>Health and Wellbeing – it's my body</p> <p>Continuing to think about the ways we can take care of our bodies and explore consent and autonomy. We will learn about body image, stereotypes and substances which can be harmful to our bodies. We will also discuss pressures we may face, where these pressures may come from and ways we can resist them.</p>
6	<p>Relationships: VIPs</p> <p>This unit continues to build on and help children to understand the close relationships which we are a part of, particularly focusing on family and friends. In this unit, we will explore:</p> <ul style="list-style-type: none"> • conflicts and resolutions; • secrets and dares; • healthy and unhealthy relationships. 	<p>Living in the wider world - money matters</p> <p>Identify ways that people can avoid financial risk. • talk about ways to establish the actual cost behind advertised products. • discuss the advantages of working to a budget. • explain how money can affect people's emotional wellbeing. • discuss the importance of paying tax as a contribution to society. • explain the different priorities people may have around spending. • discuss the importance of viewing other people's spending decisions with kindness and respect. • discuss the environmental impact of ethical spending.</p>	<p>Health and Wellbeing -think positive</p> <p>Developing children's confidence in discussing their thoughts, feelings and behaviours. Using distancing techniques, we will promote discussion of scenarios and consider how people's thoughts may affect how they feel and behave. We will explore strategies that can help us to manage uncomfortable feelings and help us to build positive thinking and resilience.</p>
	<p>Relationships - digital wellbeing</p> <p>We consider how to look after our wellbeing when using technologies. We consider risks and look at strategies for using the Internet safely and responsibly. This includes understanding what healthy and positive online communication looks like. We will explore ways we can get help if needed and the importance of doing this if something makes us uncomfortable. We will also explore cyberbullying, social media and fake news.</p>	<p>Living in the wider world – diverse Britain</p> <p>Focussing on the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. We will explore how local and national governments work and how we can make a positive contribution to our communities and to wider society.</p>	<p>Health and wellbeing - growing up</p> <p>This topic builds on children's knowledge of how we grow and change, both physically and emotionally. It explores the different types of relationships that people have, discusses sexual relationships and sexually transmitted diseases, as well as the journey from conception to birth in human reproduction. We will also explore what it means to have a positive body image.</p>





Health and Wellbeing

Theme	KS1	LKS2	UKS2
 <p>Safety First</p>	<p>999, burn, chemicals, choke, danger, e-Safety, emergency, emergency services, fall, fire, harm, hazard, help, hurt, Internet, liquids, medicines, online, poisonous, protect, rail, risk, road, rules, safe, sharp, stranger, safer stranger, tablets, traffic, trip, trusted adult, uniform, unsafe, water</p>	<p>addictive, alcohol, ambulance, casualty, choices, cigarettes, comfortable, cycling, dangerous, dare, depth, drugs, e-cigarettes, electricity, first aid, first-aider, graze, impact, independent, inhaler, injection, injury, instructions, lungs, medicines, nicotine, paramedic, peer pressure, physical, right, road safety, safety, scald, shock, uncomfortable, vaccine, vaping, water safety, wellbeing</p>	<p>accident, action, advice, brave, consequence, decision, environment, independence, informed, liquids, mature, media, medication, pills, responsible, sensible, situation, social media, support, unfamiliar</p>
 <p>It's My Body</p>	<p>bacteria, body, brain, brushing, chemicals, chemist, choice, clean, colds, consent, contact, coughs, danger, dentist, diarrhoea, diet, disease, doctor, emergency, exercise, fluoride, germs, healthy, heart, help, illness, medicine, mind, muscles, permission, pharmacist, poisonous, protect, rest, rules, safe, secret, serious, sleep, spread, strength, sugar, surprise, touch, treat, uncomfortable, unhealthy, unsafe, virus, warning, wash</p>	<p>addiction, alcohol, allergies, balanced, bedtime, caffeine, Childline, cigarettes, consent, consequence, contagious, decision, dietary, drugs, e-cigarettes, habit, harmful, health, heart rate, hormones, hydrated, hygiene, illegal, immunisation, independence, infection, legal, nicotine, prescription, relax, resilience, restricted, routine, sleep hygiene, tobacco, vaccinations, vaping, vitamins</p>	<p>addictive, advertising, age restrictions, appearance, appropriate, autonomy, balanced lifestyle, beauty, boundaries, care, cleanliness, contact, control, damage, dangerous, dental, deprivation, effects, emotional, healthy eating, impact, influence, looks, media, meditation, mental, mindfulness, negative, oral, perfect, physical, platform, positive, pressure, protect, respect, responsibility, rest, rights, self-confidence, stereotype, substances, sun exposure, support, tell, unwanted, vape pens, vapes, wellbeing</p>
 <p>Think Positive</p>	<p>achievement, angry, bored, calm, choice, complain, concentrate, confused, decision, difficult, dislike, embarrassed, emotions, fears, fed up, feelings, focus, frightened, frustrated, future, goal, gratitude, happy, healthy, helpful, like, lonely, mind, mindful, negative, nervous, new, past, perseverance, positive, prefer, relaxed, resilience, respond, rest, sad, safe, shocked, thankful, thinking, thoughts, unhelpful, upset, worries</p>	<p>anger, anxious, attitude, aware, brain, brave, breathing, challenge, changes, chemicals, consequences, control, curious, determination, different, distract, dopamine, effort, embarrassment, endorphins, exciting, experience, failure, flexible, grief, guilt, happiness, jealousy, joy, mental health, mindfulness, mistakes, oxytocin, peace, perseverance, practise, prepare, problem, relax, represent, sadness, serotonin, shame, strategies, strengths, success, techniques, uncomfortable, unpleasant, weaknesses, worry</p>	<p>actions, affect, behaviour, blame, cognitive, comfortable, coping, difficulties, impact, independent, influence, learning, link, mindset, morals, opportunities, progress, pros and cons, reaction, responsible, strategy</p>
 <p>Growing Up</p>	<p>adulthood, advice, carers, caring, change, childhood, comfortable, consent, coping, curious, develop, differences, difficult, emotions, female, genitals, grandparents, independence, love, male, needs, nipples, opportunities, parents, penis, private parts, respect, responsibility, rules, safe, siblings, similarities, stereotype, testicles, touch, traditions, trusted adult, uncomfortable, unique, vagina, vulva, worried</p>	<p>adopted, Adam's apple, anger, anxious, asexual, attracted, baby, biological sex, blended family, breasts, commitment, civil partnership, confusion, crush, egg, embryo, erection, excited, feelings, foetus, fostered, gay, gender, hormones, identity, lesbian, lonely, married, menstruation, oestrogen, offspring, ovaries, period, puberty, relatives, reproduction, sex hormones, same-sex, single-parent, sperm, tearful, testes, testosterone, umbilical cord, uterus, womb</p>	<p>acne, amniotic fluid, amniotic sac, birth, bisexual, body image, body odour, caesarean section (C-section), choice, conceive, conception, condom, consent, contraception, contraceptive pill, discharge, fancy, fertilise, heterosexual, illegal, intercourse, legal, masturbation, media, mood swings, negative, placenta, positive, safe sex, self-esteem, sex, sexual, sexual intercourse, sexual orientation, sexually transmitted infection (STI), stressed, vaginal birth, weight, wet dreams, zygote</p>

Relationships

Theme	KS1	LKS2	UKS2
 <p>TEAM</p>	<p>active listening, assertive, behaviour, bullying, care, choices, community, compliment, controlling, discussion, fair, family, friends, group, helpful, joking, kind, learner, mindset, needed, negative, polite, positive, safe, secure, special, support, team, teasing, thoughtful, unkind</p>	<p>achieve, actions, attitude, behaviours, benefit, body language, change, collaboratively, communication, compromise, conflict, consequences, considerate, dispute, effect, emotion, facial expression, feelings, goals, impact, individuals, interpret, listening, negotiation, reflect, resolution, resolve, responding, responsibility, teammates, teamwork, transition, unhelpful</p>	<p>admire, attributes, collaborate, collaboration, communicate, contribute, decisions, disagree, discrimination, effective, emotional, excluding, harassment, health, honesty, hurtful, kindness, opinion, outcome, patience, respectful, sensitive, skills, social media, success, successful, thoughts, trolling, uncomfortable, understanding, upsetting, valued</p>
 <p>VIPs</p>	<p>achieve, boundaries, caring, choices, conflict, cooperate, cooperation, disagreement, family, friend, friendship, group, happy, healthy, help, important, kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team, thoughtful, time, trust, trusted adult</p>	<p>acquaintances, actions, alternatives, anonymous, anti-bullying, arguments, assertive, behaviour, bully, bullying, compromise, consequences, consideration, controlling, cyber, dares, decisions, differences, discrimination, disputes, diversity, equality, equity, falling out, honest, impact, interests, kindness, loyal, negotiation, opinions, prejudice, prejudiced, reflect, relatives, resolving, respect, strategies, support, network, teasing, techniques, thought, unhealthy, victim, views, VIPs</p>	<p>advice, agree, anxious, blended families, commitment, committed, confidence, confidential, dangerous, family life, family structure, influence, living apart, living together, peer, polite, pressure, relationship, resist, resolution, risky, same-sex parents, secrets, security, self-love, single parents, stability, uncomfortable, wrong</p>
 <p>Be Yourself</p>	<p>angry, assertive, body language, calm, change, confidence, content, controlling, cross, disagree, wellbeing, emotions, enjoy, excited, facial expressions, feelings, happiness, happy, help, interests, kind, like, loss, memories, mental health, nervous, opinions, qualities, sad, safe, secure, share, skills, speak, talents, talk, thoughts, uncomfortable, unhappy, worried</p>	<p>achievements, actions, advertisements, comfortable, confident, consequences, dares, effects, emotional, forceful, gloating, hide, impact, influence, manipulated, mind, mistake, positive, pressure, pride, pushy, resist, resolution, resolve, right, rude, scared, sorry, strategies, strengths, support</p>	<p>acceptance, alternatives, amends, anxious, apologise, bereavement, caring, celebrate, choices, communication, conflict, danger, dangerous, death, difficulties, express, face-to-face relationships, failure, feelings, generosity, grief, guilt, individual, individuality, intensity, kindness, loyalty, manage, negative, online friendships, options, peer approval, peer influence, peer pressure, perceived failure, problems, relationships, respect, setbacks, sharing, shy, trust, truthfulness, unhealthy, unhelpful thoughts, unique, uniqueness, wrong</p>
 <p>Digital Wellbeing</p>	<p>access, activity, address, apps, comfortable, communicate, connected, device, download, electronic, emoji, fact, fake, healthy, helpful, hobbies, information, interests, Internet, lie, mental wellbeing, message, messaging, network, news, offline, online, password, personal information, picture message, pretend, private, screen time, sleep, social media, surname, text message, true, trusted adult, uncomfortable, video call</p>	<p>addiction, balance, behaviour, bullying, communicating online, concerns, connected devices, consequences, cyberbullying, discrimination, disrespect, face-to-face, forward, fraud, gaming, harassment, harmful content, images, impact, in-app spending, information sharing, in-game spending, manipulated, misinformation, name-calling, permission, positive, privacy, ranking, relationships, reliability, report, respect, restrictions, risks, rules, safety, scams, search results, share, shared information, social media, support, targeted information, teasing, text, trolling, videos</p>	<p>appropriate, assess, benefit, boundaries, choices, consent, contact, content, control, data, deceive, digital, digital citizenship, digital footprint, digital health, digital wellbeing, echo chambers, emotional wellbeing, evaluate, excluding, false profiles, feelings, friendship, frightened, harassment, harmful, healthy, help, hurtful behaviour, image distribution, impersonate, inappropriate, intention, Internet cookies, kindness, manipulation, mental health, misleading, negative, online games, online identity, online safety, online strangers, personal safety, pressure, privacy settings, regulations, reliable, reputable, respectful, right, secure sites, selection, shared responsibility, sharing, sources, storage, targeting, time management, trust, wellbeing, worry</p>

Living in the Wider World

Theme	KS1	LKS2	UKS2
 <p>Aiming High</p>	achievement, aims, ambition, attitude, change, communication, creative, determined, future, goal, grow, happiness, hard-working, help, improve, job, learn, positive, progress, qualification, routine, skill, star qualities, strength, success, training	accomplish, action, attribute, background, behaviour, challenge, curriculum vitae/CV, determination, develop, effort, employer, equal, experience, fair, gender, growth mindset, misogyny, information, learning, obstacles, opportunities, race, resilience, responsibilities, role, setbacks, stereotype, strive, target	advertisement, apprenticeship, avoidance, barriers, behaviours, benefit, business, careers, collaborate, college, creativity, criteria, decisions, discrimination, employee, enterprise, failure, fear, feedback, focus, further education, helpful, ideas, individual, innovation, interests, law, listening, mistakes, panic, perseverance, prejudice, privilege, problem-solving, responsible, rights, self-worth, social class, stress, teamwork, unhelpful, university
 <p>One World</p>	affect, care, choice, difference, earth, environment, environmental, family life, happy, harm, help, home, important, learn, love, natural, needs, people, planet, problem, protect, resources, right, safe, same, school, similarity, special people, trust, world	actions, challenge, charity, citizen, climate change, communities, compassion, consequence, consider, decision, difference, dilemma, discuss, diverse, diversity, effects, empathy, fair, Fairtrade, farmer, gender, global, harmful, helpful, human right, impact, inequality, local, negative, opinion, organisation, positive, reason, reduce, respect, responsibility, rural, share, shared responsibility, stereotype, support, trade, unfair, urban	appreciate, aware, biodiversity, citizenship, conserve, drought, encourage, energy, future, global citizen, global warming, human right, manifesto, persuade, pledge, prevent, renewable, responsible, responsibly, save, sustainability, sustainable, use, waste, water
 <p>Diverse Britain</p>	accepting, beliefs, belong, Britain, British, celebrations, choice, coast, community, countryside, difference, dress, environment, happy, harm, helpful, island, kindness, lakes, listen, live, local area, mountain, natural, neighbour, neighbourhood, proud, respect, responsibility, right, river, safe, same, share, similarity, town, United Kingdom	care, celebrate, challenge, citizen, common rights, concern, county, culture, customs, debate, democracy, discrimination, discuss, diverse, diversity, equality, ethnic, freedom, government, human rights, identity, liberty, multicultural, national, polite, prejudice, protect, region, regional, religious, rights-respecting, society, stereotype, tolerance, tradition, values	active citizenship, charity, community spirit, compassion, consequence, contribute, enforce, equal, ethnicity, faith, impact, laws, local government, members of parliament, national government, needs, negative, parliament, police, politicians, positive, prime minister, responsibilities, roles, shared responsibility, similar, support, voluntary
 <p>Money Matters</p>	advertising, amount, anxiety, bank, bank account, bills, borrow, budget, cash machine, choice, coins, contactless, date of birth, electronic, email address, emotions, employment, excitement, feelings, happiness, household, important, job, keep track, kindness, list, login, money, money box, notes, need, offers, online banking, online transfer, password, payment, personal information, personal situation, piggy bank, privacy, private, purse, record, receipt, repay, respect, sadness, safe, save, savings, smartphone, spend, spending, stress, trusted adults, username, value for money, wages, wallet, want, worry, work	advertise, benefits, cash, cash point, choices, contactless payment, cost, credit card, debit card, email, environment, ethical spending, expenses, gift, income, influence, online money transfer, online payment, payment methods, phishing, priorities, scam, smartphone payment, tax, text message, value	afford, banknotes, card reader, charity, comfortable, contribute, council tax, critical consumer, currency, decision, emotional wellbeing, fair trade, flexibility, in-app spending, income tax, in-game purchases, Internet, luxury, manufacturer, microtransactions, necessity, online, online money transfer, online shopping, outgoings, overdraft, passcode, pin code, plastic pollution, priorities, prioritise, qualities, qualifications, retailer, secure websites, single-use, society, uncomfortable

Appendix 4

Subject content in the National Curriculum (Science) which is related to Relationships, Sex and Health Education

Please note there is no right to withdraw pupils from lessons which cover the science content below.

Year 1 Animals including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 Animals including humans

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.

Year 3 Animals including humans

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Year 4 Living things and their habitats

- Recognise that environments can change and that this can sometimes pose dangers to living things.

Year 5 Living things and their habitats

- Describe the life process of reproduction in some plants and animals

Year 5 Animals including humans

- The changes as humans develop from birth to old age (including puberty)

Year 6 Animals including humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.