



*Dynamic, empowered learners who thrive and lead in
their communities: locally, nationally and globally*

MARLEIGH PRIMARY ACADEMY

RELATIONSHIPS EDUCATION AND HEALTH EDUCATION POLICY

THIS POLICY WAS APPROVED:	JULY 2026
POLICY VERSION:	1
THIS POLICY WILL BE REVIEWED:	JULY 2027
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	EMILY THOMPSON- EXECUTIVE HEADTEACHER
THIS POLICY WAS CONSULTED WITH:	PSHE LEADS ACROSS ANGLIAN LEARNING
THIS POLICY WAS DISTRIBUTED TO:	STAFF, PARENTS AND CARERS AND AVAILABLE ON THE SCHOOL WEBSITE

Introduction

This policy sets out the school's approach to Relationships, Health and Sex Education (RSHE). It ensures full compliance with statutory guidance (including requirements effective from September 2026) and reflects a relational, inclusive approach to teaching and learning.

RSHE is delivered as part of a wider commitment to creating a safe, respectful environment where pupils feel valued and able to participate. It recognises that pupils are more likely to engage, attend and learn effectively when they experience a strong sense of belonging within the school community. It explores risks, choices, rights, responsibilities and attitudes, whilst enabling pupils to develop the knowledge and skills needed to keep themselves safe emotionally and physically, both on and offline.

This policy is underpinned by an ethos and commitment to respect and tolerance.

At Marleigh Primary Academy, we believe that high-quality Relationships Education is a fundamental part of safeguarding, personal development and inclusion. Through a carefully sequenced and age-appropriate curriculum, pupils are supported to develop the knowledge, language, confidence and relational skills needed to build positive relationships, keep themselves safe, and participate successfully in school and wider society.

Our Relationships Education curriculum reflects the Anglian Learning's Belonging by Design strategy and recognises that children learn best within environments characterised by safety, connection, consistency and respect. The curriculum is underpinned by the understanding that a strong sense of belonging is protective for children's emotional wellbeing, attendance, behaviour and safeguarding.

In line with statutory guidance, Relationships Education is taught to all pupils. The school may also choose to teach aspects of non-statutory sex education, beyond the National Curriculum for Science, in order to prepare pupils for puberty and adolescence in a safe, informed and developmentally appropriate way. Where this is the case, the school will clearly identify this content to parents.

The curriculum is designed to:

- support pupils to develop healthy, respectful and caring relationships
- promote kindness, empathy, inclusion and self-respect
- develop pupils' understanding of personal boundaries, privacy and consent in age-appropriate ways
- equip pupils with the knowledge and confidence to recognise unsafe situations and seek support
- prepare pupils for the opportunities, responsibilities and experiences of later life
- support pupils to understand diversity within families, friendships and communities
- promote positive mental health, emotional literacy and safe decision-making
- develop pupils' understanding of online relationships, digital safety and healthy use of technology

1. Definitions

Relationships education teaches the fundamental building blocks and characteristics of positive relationships. Relationships education refers to teaching about families, friendships, respectful relationships, online relationships and personal safety. It does not include detailed teaching about sexual activity.

Sex Education (where taught) refers to learning about human reproduction beyond the national curriculum for science, including conception and birth in an age-appropriate way.

Health education teaches pupils about their physical health and wellbeing, how they are interlinked, and how to recognise what is normal and how to seek early support as required.

The above will hereafter be referred to collectively as Relationships Education.

2. Statutory Requirements

Marleigh Primary Academy complies with statutory guidance for:

- Relationships Education (compulsory)
- Health Education (compulsory)
- Sex Education (non-statutory in primary, where delivered)

This policy outlines the legal framework around relationship education, how the curriculum is planned, quality checked and clarification of parental rights regarding withdrawal from non-statutory sex education. Parents should be aware that our academies must uphold the legal duties set out in the Equality Act 2010 and not discriminate against anyone with protected characteristics.

All statutory content is taught to all pupils.

This policy adheres to the following statutory guidance and legal requirements:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2026)
- The Equality Act 2010
- The Children and Social Work Act 2017
- The Education Act 2002
- Keeping Children Safe in Education (latest version)
- Sections 406 and 407 of the Education Act 1996
- The Public Sector Equality Duty (section 149 of the Equality Act 2010)

3. Roles and Responsibilities

Governing Board / Trustees: Are responsible for approving the policy. The Governing Board/Trustees will receive periodic updates regarding statutory compliance, curriculum implementation and safeguarding themes arising from Relationships Education.

Anglian Learning Executive Leadership Team: Are responsible for ensuring that the Headteacher has the appropriate oversight and quality assurances processes in place. They will work with headteachers to review compliance with this policy.

Headteacher (together with RSHE leads): Ensures the curriculum is sequenced, parents are properly consulted, staff are appropriately trained, and assures high quality teaching of relationships education.

Teachers: Deliver RSHE in a sensitive, inclusive way, modelling positive attitudes, and managing tricky questions in a compassionate way.

DSL: Oversees safeguarding and potential disclosures as well as advising on curriculum content and contextual matters.

4. Intent of our Relationships Education Curriculum

Through the delivery of Relationships Education, we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school. All adults in school will work towards achieving these aims for Relationships Education.

We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocity and trust
- develop their ability to keep themselves and others safe, physically and emotionally, both on and offline
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships, understanding that these can happen both on and offline
- explore relationships in ways appropriate to their age and stage of development
- be safe through boundaries, privacy, understanding that a person's body belongs to them, responding appropriately to adults, and recognising and reporting when they feel unsafe
- build confidence in accessing additional advice and support for themselves and others.

- move confidently and responsibly into adolescence

Relationships Education and Health Education will be delivered in a way that is factually accurate, age-appropriate, safeguarding-led and free from political or ideological bias. Teaching will promote respectful behaviour, challenge harmful stereotypes, and support pupils to develop the knowledge and skills needed to stay safe, particularly in online contexts.

5. Curriculum Design and Sequencing

The Relationships Education curriculum is planned as part of a broader personal development and wellbeing offer and is delivered through a carefully sequenced programme across all year groups. Learning is revisited progressively so that pupils build knowledge, confidence and understanding over time.

The curriculum is:

- Carefully sequenced from EYFS to Year 6
- Developmentally appropriate, building knowledge and understanding over time
- Cumulative, enabling pupils to revisit and deepen understanding of key themes
- Responsive to safeguarding priorities and pupil need

The sequencing of the curriculum ensures that pupils:

- Begin by developing an understanding of relationships, feelings and safety
- Progress towards understanding boundaries, respect and difference
- Develop age-appropriate knowledge of physical development and puberty
- Build confidence in recognising risk and seeking support

The curriculum includes teaching about:

- families and people who care for us
- caring friendships and respectful relationships
- kindness, empathy and inclusion
- personal boundaries and privacy
- recognising and responding to unsafe situations
- bullying, discriminatory behaviour and peer conflict
- online relationships and online safety
- emotional wellbeing and self-respect
- physical health and mental wellbeing
- puberty and changing bodies
- age-appropriate preparation for adolescence

The curriculum is designed to support pupils before risks occur, rather than responding only after concerns arise. Particular consideration is given to safeguarding themes such as online harms, coercion, peer pressure, unhealthy relationships, discriminatory language and child-on-child abuse.

The curriculum contributes significantly to pupils' wider personal development. It supports pupils to develop confidence, self-respect, emotional literacy, respectful behaviour and an understanding of diversity, preparing them positively for life in modern Britain and future relationships.

5.1 Curriculum Structure, content and overview

RSE is delivered through

- Timetabled PSHE lessons
- Assemblies and pastoral systems
- Links with other curriculum areas

Teaching is primarily delivered by class teachers and may be supported by trained staff or external visitors (in line with safeguarding procedures).

The curriculum overview can be found in Appendix A and published on the school website.

6. Teaching approaches

Teaching is structured, discussion-based and delivered within safe, respectful environments.

Teaching Relationships Education is highly valuable, however, we recognise that staff require ongoing opportunities to develop their knowledge, confidence and professional understanding. We recognise that every adult has their own personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non-statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice.

Our teachers recognise the importance of

- Setting clear expectations
- Using appropriate language
- Managing sensitive topics carefully
- Answering questions clearly, honestly and in an age-appropriate manner

If questions go beyond the curriculum, teachers will respond appropriately and may follow up individually, both with pupils and parents.

7. Engaging with Pupils

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age.

- We will seek opportunities to discuss children's views about the content of their PSHE lessons.
- We will encourage pupils to ask questions as they arise by providing different means to communicate.
- We will ask pupils to reflect on their learning and set goals for future learning.
- We will consult pupils (e.g. through School Council and pupil voice monitoring) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

7.1 Assessment and Progression

RSE is not formally assessed in the same way as academic subjects; however, the school will:

- Monitor pupil understanding through discussion and reflection
- Use teacher judgement to identify gaps in understanding
- Adapt teaching to ensure all pupils can progress

8. Inclusion and Equality

The school is committed to ensuring that Relationships Education is inclusive, accessible and meaningful for all pupils. Teaching reflects the Equality Act 2010 and supports pupils to understand and respect difference, diversity and individual experiences.

Teaching will be delivered in a way that is respectful of protected characteristics as defined within the Equality Act 2010.

Relationships Education will be taught in a way that:

- reflects a wide range of families, relationships and lived experiences
- promotes dignity, respect and inclusion
- challenges stereotypes, prejudice and discriminatory behaviour
- supports pupils to understand protected characteristics in an age-appropriate way
- ensures that no pupil feels marginalised or excluded because of their background, identity, family circumstance or additional need

The school recognises that pupils with SEND may be at increased vulnerability in relation to bullying, exploitation, online harms, social isolation and unhealthy relationships. Teaching will therefore be adapted appropriately to ensure that pupils develop the knowledge, communication skills and understanding needed to keep themselves safe and participate successfully in relationships and wider society.

9. Safeguarding and pupil safety

Relationships Education forms an important part of the school's wider safeguarding curriculum. Through the curriculum, pupils are taught how to recognise healthy and unhealthy behaviours, understand personal boundaries, seek support and report concerns.

Teaching is carefully planned to ensure that safeguarding themes are addressed in an age-appropriate and developmentally suitable way. This includes learning related to:

- personal safety
- trusted adults and help-seeking
- online safety and digital behaviour
- bullying and discriminatory behaviour
- privacy and consent
- peer pressure and coercion
- child-on-child abuse
- harmful online content
- emotional wellbeing and healthy relationships

Staff delivering Relationships Education understand that discussions may lead to safeguarding disclosures or welfare concerns. All staff are trained in safeguarding procedures and understand their responsibilities in relation to information sharing, confidentiality and reporting concerns.

Relationships education supports safeguarding and aligns with:

- Safeguarding Policy
- Behaviour Policy
- Online Safety Policy

Where external visitors contribute to Relationships Education, they will do so under the direction and supervision of school staff and within the expectations of this policy, safeguarding procedures and curriculum framework. External visitors supplement, rather than replace, the role of the class teacher.

10. Parental Engagement and Right to Withdraw

The school recognises that parents and carers are the primary educators of their children in relation to relationships and wellbeing. The school is committed to working in partnership with families and to providing clear, transparent information about the curriculum.

Parents and carers will be informed about:

- the statutory requirements for Relationships Education
- the content of the curriculum and when topics are taught
- any non-statutory sex education content delivered by the school
- the school's approach to safeguarding, inclusion and sensitive topics
- their right to request withdrawal from non-statutory sex education

Curriculum overviews and policy documents will be published on the school website. Parents may request to view curriculum materials, lesson resources or supporting content used as part of the programme.

Where additional content (beyond the science curriculum) in relation to sex education is being considered for inclusion, parents/carers will be consulted prior to delivery.

Parents should note that there is no right to withdraw pupils from statutory Relationships Education or from the National Curriculum for Science.

Parents have the right to request that their child be withdrawn from any sex education delivered in primary schools other than that which forms part of the science curriculum. We will discuss any request with parents/carers (and the child if appropriate) to understand the rationale, provide clarity on the purpose and benefits of inclusion, and explain the potential detrimental effects of withdrawal. This will be recorded on My Concern.

Requests should be made to the Headteacher.

11. Monitoring and Evaluation

The school will regularly monitor and evaluate the quality and impact of Relationships Education in order to ensure that the curriculum remains effective, inclusive and responsive to pupils' needs.

Monitoring may include:

- lesson visits and learning walks
- curriculum review
- pupil voice and pupil feedback
- staff feedback and professional dialogue
- scrutiny of planning and resources
- safeguarding analysis and emerging themes
- attendance, behaviour and wellbeing indicators
- parent and carer feedback

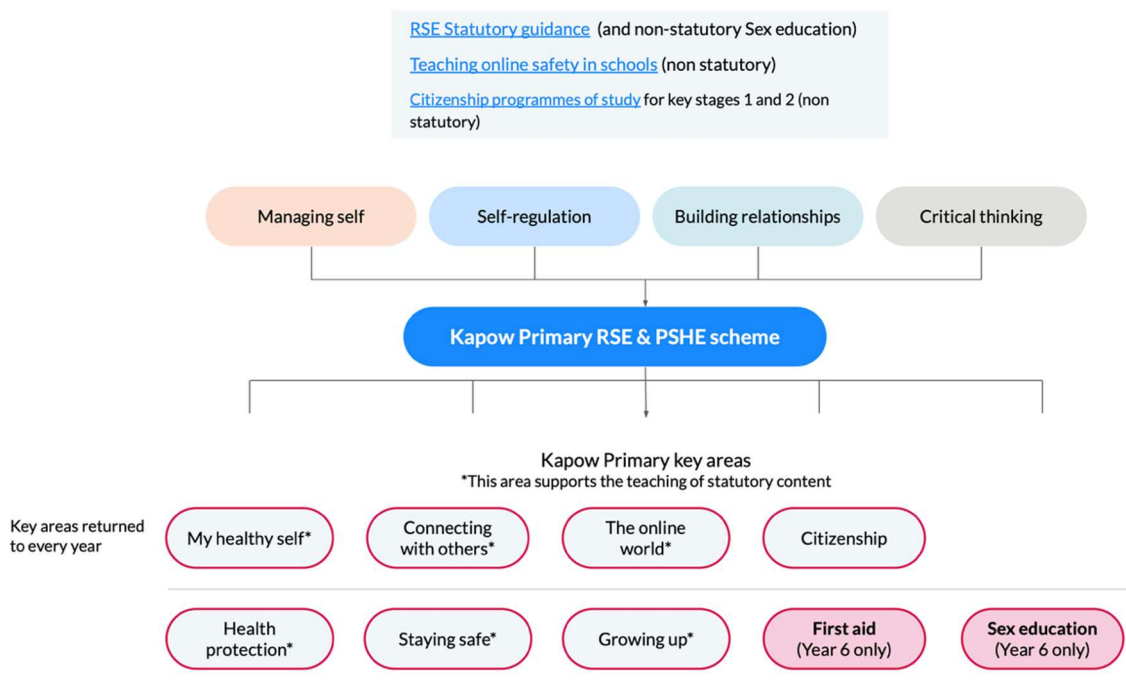
Leaders will consider how effectively the curriculum supports pupils' personal development, wellbeing, safeguarding awareness and sense of belonging within the school community

13. Policy Development

- This policy has been developed in consultation with representatives from Anglian Learning staff, and at a school level with pupils, and parents

Appendix A – Curriculum Overview

How is Kapow Primary's RSE & PSHE scheme organised?



Exploring the strands

Self-regulation

Self-regulation involves recognising and managing emotions, thoughts and behaviour. It includes understanding feelings and their causes, staying calm when facing challenges, dealing with conflict respectfully and staying focused to follow instructions and complete tasks.

Developing self-regulation helps pupils to manage themselves in the moment, especially when responding to others or facing challenging situations.

Building relationships

Building relationships means making positive connections with different people, including friends, family members, adults in school and others in the community. To achieve this, pupils learn to start and join conversations respectfully, communicate in different situations, build trust by showing respect and set clear personal boundaries.

Developing this strand helps pupils form and maintain strong, healthy connections with others over time.

Managing self

Managing self means taking responsibility for personal needs, choices and behaviour. It includes looking after the body, health and general wellbeing; for example, keeping clean and healthy, trying again when things go wrong and learning and following rules.

Developing this strand helps pupils take greater ownership of their behaviour, routines and choices.

Critical thinking

Critical thinking is the ability to think independently and make thoughtful, well-informed decisions. It involves asking questions, exploring ideas and considering different perspectives to interpret information and form balanced opinions.

In a world where information is everywhere – and not always reliable – critical thinking helps pupils to question what they see, hear and read, including online.

Exploring the key areas covered in each year

The following four key areas are taught and revisited each school year. This ensures that all year groups are learning from the same key area at the same time, making it easier to set whole-school targets and plan themed assemblies, events and activities that support RSE & PSHE.

While there is a natural overlap between the areas organising the curriculum into distinct key areas helps to structure the learning effectively.

My healthy self (statutory)	Connecting with others (statutory)	The online world (statutory)	Citizenship (non-statutory)
These units help pupils understand how to look after mental and physical health. Pupils learn to recognise their feelings and moods, identify signs of good and poor mental health and understand how to seek support for themselves or others. Pupils also learn to care for their physical health through hygiene routines, healthy eating and staying active. They consider the impact of a poor diet or sedentary lifestyle and identify the choices they can make to improve their health. Alongside this, they learn how to manage poor health and ask for help when needed.	These units focus on building positive relationships and recognising the value of healthy, supportive connections in people's lives. Pupils learn about various family structures and how families can contribute to a sense of safety and love. They explore how to start and maintain friendships, manage conflict and communicate appropriately and respectfully with others, including adults. Additionally, pupils learn about the importance of setting boundaries in relationships, respecting others' boundaries and having mutual respect for one another as well as self-respect for themselves.	Many children spend a lot of time online. This key area helps pupils recognise when they are online, use the internet positively and stay safe. Pupils learn to identify online risks, be discerning about the information they read and understand the effects of time spent online. Pupils also draw on their learning from 'Connecting with others' and 'Staying safe' units to reflect on how they interact with others and manage hazards in the digital world.	Citizenship units help prepare pupils to be active, responsible members of society and to manage money confidently in later life. Pupils learn about communities, rights and responsibilities, how government systems work and how individuals and groups can bring about change. They also develop an understanding of money, including wants and needs, value for money, budgeting and saving. These units also explore career choices, challenge workplace stereotypes and encourage pupils to consider how their decisions affect both themselves and others.

Exploring the other key areas

The key areas below are revisited across the primary years to allow pupils to return to important themes and build knowledge, skills and understanding over time.

Schools must cover the statutory content within the Staying safe, Health protection and Growing up units as part of Relationships and Health Education (RHE). To support a broad and balanced PSHE curriculum, Kapow Primary also offers optional non-statutory units, including Year 6 Sex Education, Year 6 First aid and Citizenship.

Health protection (statutory)	Growing up (statutory)	Staying safe (statutory)
These units help pupils learn how to respond in emergency situations, including when and how to call the emergency services and what information to give. They also cover how to manage basic injuries and how to prevent illness through hygiene practices and immunisation.	In KS1, these units support pupils to become more independent and manage their needs both at home and at school. As pupils get older, the units explore the physical and emotional changes that happen during puberty and help prepare them for the transition to the next year group.	This key area supports pupils to recognise both physical and social hazards and understand how to stay safe in different situations. Building on their learning in the 'Connecting with others' units, pupils begin to identify warning signs in relationships and learn how to respond in the moment and report concerns. They also explore physical hazards, including road and railway safety, water safety, electrical safety and general safety at home and in the wider environment.
First aid (Year 6 optional unit) (non-statutory)	Sex education (Year 6 optional unit) (non-statutory)	
The Year 6 First Aid unit is optional. It extends learning from the Health protection units and may be taught instead of the non-statutory Year 6 Sex Education unit.	In Year 6, for schools that choose to teach non-statutory sex education, this is an additional unit which builds on the statutory learning covered in 'Growing up' units.	

Statutory and non-statutory content

Kapow Primary's RSE & PSHE curriculum provides full coverage of the statutory RHE requirements, alongside additional non-statutory areas of learning that contribute to a broad and balanced PSHE education.

To make this clear, whole units or key areas within the scheme are marked as either statutory or non-statutory.

Statutory key areas

- My healthy self.
- Connecting with others.
- Staying safe.
- The online world.
- Growing up.
- Health protection.

Non- statutory key areas

- Sex education (builds on previous Growing up units).
- Citizenship (not yet statutory, until 2027 National curriculum updates).
- First aid (builds on previous Health protection units).

Although only the statutory elements are required by law, teaching all units is strongly recommended. Together, they provide pupils with the knowledge, skills and attributes needed to lead safe, healthy and fulfilling lives.

Schools may need flexibility when planning their curriculum. Where time does not allow for all units, statutory areas should take priority.

RSE & PSHE in EYFS (Reception)

Personal, social and emotional development is one of the three prime areas in the [Statutory framework for EYFS](#). The prime areas – Communication and language, Physical development and Personal, social and emotional development – lay the foundations for pupils' success in all areas of learning and life.

The Early Learning Goals (ELG) below summarise the knowledge, skills and understanding that all pupils should have gained by the end of Reception within the Personal, social and emotional development area. These goals are referenced throughout Kapow Primary's RSE & PSHE lesson plans, alongside the relevant non-statutory [Development Matters](#) guidance. EYFS content is organised under the most relevant ELG, though these areas are closely linked and often overlap.

Communication and language	Personal, social and emotional development	Physical development
ELG: Self regulation Children at the expected level of development will: • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.	ELG: Building relationships Children at the expected level of development will: • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.	ELG: Managing self Children at the expected level of development will: • 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. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Kapow Primary unit: Listening and following instructions	Kapow Primary unit: My feelings	Kapow Primary unit: Special relationships
	Kapow Primary unit: My family and friends	Kapow Primary unit: My wellbeing
		Kapow Primary unit: Taking on challenges

Note: Each unit contains six lessons.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Reception	Self-regulation <u>My feelings</u>	Building relationships <u>Special relationships</u>	Managing self <u>Taking on challenges</u>	Self-regulation <u>Listening and following instructions</u>	Building relationships <u>My family and friends</u>	Managing self <u>My wellbeing</u>
Year 1	My healthy self <u>How can we look after our emotions?</u>	Connecting with others <u>How can I help myself and others feel happy and safe?</u>	The online world <u>How do we spend time online?</u>	<i>Coming soon!</i> Citizenship How can I help others and the environment?	Health protection <u>How can I protect myself and others in daily life?</u>	Staying safe <u>How can I stay safe?</u>
Year 2	My healthy self <u>How can we look after our bodies?</u>	Connecting with others <u>How can I build safe, kind and caring relationships with others?</u>	The online world <u>How can we stay safe online?</u>	<i>Coming soon!</i> Citizenship How do people belong to a community and earn money?	Growing up <u>How can we look after and respect our bodies as we grow?</u>	<i>Coming soon!</i> Staying safe How can I make safe choices in different places?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	My healthy self <u>How can I take care of my mind and body?</u>	Connecting with others <u>What helps us feel safe and included?</u>	The online world <u>How should we communicate online?</u>	<i>Coming soon!</i> Citizenship 1 What rights and responsibilities do we have?	<i>Coming soon!</i> Health protection How can we prevent illness and injury and respond if they happen?	<i>Coming soon!</i> Citizenship 2 What careers do people choose and why?
Year 4	My healthy self <u>How can I make healthy choices?</u>	Connecting with others <u>How can we respect each other?</u>	The online world <u>How can we decide what to trust online?</u>	<i>Coming soon!</i> Citizenship How can I spend my money wisely?	Growing up <u>How will my body and emotions change as I grow up?</u>	Staying safe <u>What signs help me recognise what is safe or unsafe?</u>
Year 5	My healthy self <u>How can I support my mind and body as I grow?</u>	Connecting with others <u>Why are healthy relationships important?</u>	The online world <u>How am I influenced by what I see online?</u>	<i>Coming soon!</i> Citizenship 1 How can we make a difference in our communities and beyond?	Growing up <u>How can I manage the changes to my body and emotions as I grow up?</u>	<i>Coming soon!</i> Citizenship 2 How can we be in control of our money?
Year 6	My healthy self <u>How do my choices today shape my future health?</u>	Connecting with others <u>What does it mean to stand up for myself and others?</u>	<i>Coming soon!</i> The online world How do I feel about being online?	<i>Coming soon!</i> Citizenship How can we protect everyone's rights?	<i>Coming soon!</i> Staying safe How can I stay safe as I grow up?	First aid <i>Coming soon!</i>
						Sex education <u>How do people become parents and carers?</u>

Reception			
Autumn 1	Self regulation: My feelings	Autumn 2	Building relationships: Special relationships
	Understanding feelings and emotions by recognising specific emotions, expressing them appropriately and managing strong feelings effectively. The children identify emotions in themselves and others and learn strategies to respond positively.		Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.
Spring 1	Managing self: Taking on challenges	Spring 2	Self-regulation: Listening and following instructions
	Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.		Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.
Summer 1	Building relationships: My family and friends	Summer 2	Managing self: My wellbeing
	Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.		Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.

Year 1			
Autumn 1	My healthy self: How can we look after our emotions?	Autumn 2	Connecting with others: How can I help myself and others feel happy and safe?
	Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.		Identifying what makes themselves and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.
Spring 1	The online world: How do we spend time online?	Spring 2	Citizenship: How can I help others and the environment?
	Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.		Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.
Summer 1	Health protection: How can I protect myself and others in daily life?	Summer 2	Staying safe: How can I stay safe?
	Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency.		Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.

Year 2			
Autumn 1	My healthy self: How can we look after our bodies?	Autumn 2	Connecting with others: How can I build safe, kind and caring relationships with others?
	Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.		Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.
Spring 1	The online world: How can we stay safe online?	Spring 2	Citizenship: How do people belong to a community and earn money?
	Understanding how the internet is used to share information and content while recognising that not everything online is suitable or trustworthy. Pupils explore how online content can affect their feelings and learn strategies for responding safely when something they see online makes them uncomfortable or worried.		Exploring communities, belonging and money through learning about the different groups people are part of and how decisions can be made fairly. Pupils reflect on similarities and differences within their community, use simple voting to consider different viewpoints and develop an understanding of where money comes from and how it is earned.
Summer 1	Growing up: How can we look after and respect our bodies as we grow?	Summer 2	Staying safe: How can I make safe choices in different places?
	Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.		Understanding that unsafe situations can occur in different places and recognising common hazards at home and in public spaces. Pupils identify how people's words, actions or touch can make them feel unsafe and learn that it is always okay to say when they do not like something and seek help from a trusted adult.

Year 3			
Autumn 1	My healthy self: <u>How can I take care of my mind and body?</u>	Autumn 2	Connecting with others: <u>What helps us feel safe and included?</u>
	Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.		Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.
Spring 1	The online world: <u>How should we communicate online?</u>	Spring 2	Citizenship 1: <u>What rights and responsibilities do we have?</u>
	Exploring relationships and communication in online spaces and learning how to interact respectfully and safely with others. Pupils consider how online words and actions can affect people, recognise online bullying and develop strategies for responding to upsetting situations and seeking help when needed.		Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.
Summer 1	Health protection: <u>How can we prevent illness and injury and respond if they happen?</u>	Summer 2	Citizenship 2: <u>What careers do people choose and why?</u>
	Investigating how healthy habits and medicines help prevent illness and protect wellbeing. Pupils explore hygiene, sun safety and vaccines, apply basic first aid for common injuries and learn how to make informed decisions about when and how to seek medical help, including calling 999.		Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.

Year 4			
Autumn 1	My healthy self: <u>How can I make healthy choices?</u>	Autumn 2	Connecting with others: <u>How can we respect each other?</u>
	Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration. Pupils identify strategies for developing a growth mindset and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.		Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.
Spring 1	The online world: <u>How can we decide what to trust online?</u>	Spring 2	Citizenship: <u>How can I spend my money wisely?</u>
	Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.		Learning about managing money by examining the different ways people pay for goods and services, including cash and cards. Pupils develop an understanding of budgeting, value for money and financial decision-making, while considering how money can influence people's feelings and choices.
Summer 1	Growing up: <u>How will my body and emotions change as I grow up?</u>	Summer 2	Staying safe: <u>What signs help me recognise what is safe or unsafe?</u>
	Understanding the physical and emotional changes that occur during puberty, including periods, privacy, boundaries and consent. Pupils recognise that puberty happens at different times for everyone, learn strategies for managing changes and identify trusted people they can talk to for support and advice.		Developing personal safety skills through recognising warning signs, responding to uncomfortable situations and seeking help when needed. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.

Year 5			
Autumn 1	My healthy self: <u>How can I support my mind and body as I grow?</u>	Autumn 2	Connecting with others: <u>Why are healthy relationships important?</u>
	Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.		Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.
Spring 1	The online world: <u>How am I influenced by what I see online?</u>	Spring 2	Citizenship 1: <u>How can we make a difference in our communities and beyond?</u>
	Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.		Examining how people contribute to their communities through learning about caring roles, community groups and the ways they support local life. Pupils develop an understanding of democracy by investigating how local councillors and Parliament help make decisions that affect communities and wider society.
Summer 1	Growing up: <u>How can I manage the changes to my body and emotions as I grow up?</u>	Summer 2	Citizenship 2: <u>How can we be in control of our money?</u>
	Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.		Exploring money management by learning how needs and wants can influence spending decisions and financial choices. Pupils develop budgeting skills, investigate borrowing and interest, and identify ways to manage money safely, including recognising the risks associated with online spending and gambling.

Year 6			
Autumn 1	My healthy self: <u>How do my choices today shape my future health?</u>	Autumn 2	Connecting with others: <u>What does it mean to stand up for myself and others?</u>
	Considering how everyday choices affect future wellbeing by learning about emotions, mindset and healthy habits. Pupils develop strategies for managing emotions, consider the long-term impact of lifestyle choices and reflect on how their actions affect themselves and others.		Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.
Spring 1	The online world: <u>How do I feel about being online?</u>	Spring 2	Citizenship: <u>How can we protect everyone's rights?</u>
	Examining how online experiences can affect emotional wellbeing and relationships by reflecting on time spent online. Pupils compare online and face-to-face interactions, recognise unhealthy online habits and develop strategies for maintaining a balanced relationship with technology.		Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.
Summer 1	Staying safe: <u>How can I stay safe as I grow up?</u>	Summer 2	Option 1: First aid
	Developing independence and personal safety skills by assessing risks and planning how to stay safe in different situations. Pupils identify strategies for safe travel, recognise hazards around roads, railways and water and develop the confidence to resist peer pressure.		Practising basic first aid skills through learning how to stay calm, assess a situation and respond to common emergencies. Pupils learn how to make an effective 999 call and identify when emergency services or other sources of help are needed.
			Option 2: Sex education: <u>How do people become parents and carers?</u>
			Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.

Appendix B – Puberty and Changing Bodies Pathway

Progression of skills and knowledge				Safety and the changing body		
Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.	To know that some rules are in place to keep us safe. To know how to behave safely on the pavement and when crossing roads with an adult.	Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe.	To know that some types of physical contact are never appropriate. To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury.	Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.	To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely.
Drugs, alcohol and tobacco	N/A	N/A	Learning what is and is not safe to put in or on our bodies.	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.
The changing adolescent body	N/A	N/A	N/A	N/A	N/A	To know the names of parts of my body including private parts.
Basic first aid	N/A	N/A	Practising making an emergency phone call.	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.	N/A	N/A

<i>Progression of skills and knowledge</i>		Safety and the changing body		
Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content.	To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake. To know the rules for being safe near roads.	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.	To understand that there are risks to sharing things online. To know the difference between private and public.
Drugs, alcohol and tobacco	Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.	To understand that other people can influence our choices.	Discussing the benefits of being a non-smoker.	To understand the risks associated with smoking tobacco.
The changing adolescent body	N/A	N/A	Discussing some physical and emotional changes during puberty.	To understand the physical changes to both male and female bodies as people grow from children to adults.
Basic first aid	Learning what to do in a medical emergency, including calling the emergency services.	To know that bites or stings can sometimes cause an allergic reaction. To know that it is important to maintain the safety of myself and others, before giving first aid.	Learning how to help someone who is having an asthma attack.	To know that asthma is a condition which causes the airways to narrow.

<i>Progression of skills and knowledge</i>		Safety and the changing body		
Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.
Drugs, alcohol and tobacco	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
The changing adolescent body	Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
Basic first aid	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRSABC).

Appendix C – Parent Consultation and Curriculum Communication Arrangements

Annually, parents are directed to the school website where information on the curriculum coverage of RSE for each year group can be found. They are also reminded of their rights to withdraw and encouraged to discuss any concerns with

key staff. Parents are able to access the lesson content via a written request to the Headteacher. At request parents are then given access via a log in using their email to the Kapow platform to review the curriculum documentation.