



## Relationships Education, Relationships Sex Education (RSE) and Health Education Policy (for teaching until 31 August 2026) - Primary

Reviewed on	2025/26, Term 1	Review frequency	Annual
Next review due	2026/27, Term 1	Template Yes / No	Yes
Owner	Dir of Ed, Primary	Approved by	Board of Trustees



## History of Policy Changes

Date	Page	Change	Origin of Change
Sep 25	All	References to Governing Body changed to Local Governing Committee	Annual Review
	All	References to Headteacher changed to School Leader	
		This policy has been redrafted in line with DfE Guidance and should be reviewed in its entirety, before approval.	

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### 1. Introduction

Hamwic Education Trust (HET) believe that all pupils should receive a high quality, enriching, learning experience in a safe and inclusive environment, which promotes excellence through a broad curriculum that prepares them for their future and opens doors to a diverse array of opportunities as well as that all pupils and adults within HET flourish as individuals and together.

### 2. Scope

This policy is for all employees working within a HET school or establishment (which for ease of reference are referred to throughout this document as 'schools') or the HET Managed Service (MS) Team.

It does not apply to agency workers, consultants, self-employed contractors, volunteers or work experience students.

### 3. Definitions

- HR' in this policy, means Hamwic Education Trust HR.
- 'Local Governing Committee' in this policy, where reference is made to the Governing Committee, this means the Local Governing Committee of the school, or the Trust in the case of a school where no Local Governing Committee is present. Where a Governing Committee is not

present in a school, or numbers are low, Governors from other schools/partnerships may be used.

- 'Manager' in this policy, is anyone as identified in the staffing structure with line management responsibilities.

#### 4. Introduction and Statutory Guidance

This Policy is written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance July 2025.

[https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf)

In addition to the Statutory Guidance

- As a primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).
- HET chooses to follow the National Curriculum. This includes the requirement to teach the elements of sex education contained in the science curriculum. At Springdale First School we follow the national curriculum for science.
- In teaching Relationships and Health Education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Learning will be planned to meet the objectives set out in the Relationships Education, Sex Education (RSE) and Health Education Statutory Guidance 2025 (see appendix 1), under the broad headings of

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Teachers will also take all opportunities to discuss positive emotional and mental well-being with children. The characteristics that will be taught are also reflected in the school values of Springdale First School.

- Persistence and Perseverance
- Reflective and Resourcefulness
- Inquisitive and Independent
- Drive and Determination
- Excellence and Enthusiasm

#### 5. Equality

Springdale First School is required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership<sup>11</sup>, or sexual orientation (collectively known as the protected



characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects

Schools should consider the makeup of their own student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.

## **6. Pupils with Special Educational Needs and Disabilities**

Springdale First School must ensure that Relationships Education, RSE and Health Education is accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Springdale First School will be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Springdale First School will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

## **7. Lesbian, Gay, Bisexual and transgender (LGBT)**

In teaching Relationships Education and RSE, Springdale First School should ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. Springdale First School must ensure that it complies with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Springdale First School will ensure that all their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Statutory guidance says that schools are free to determine how they do this, and it is expected all pupils will have been taught LGBT content at a timely point as part of this area of the curriculum.



## 8. Use of Materials

There are a lot of excellent resources available, free-of-charge, which schools can draw on when delivering these subjects. Springdale First School will assess each resource that we propose to use to ensure that it is appropriate for the age and maturity of pupils, and sensitive to their needs.

When consulting with parents, the school will provide examples of the resources it plans to use as this can be reassuring for parents and enables them to continue the conversations started in class at home.

Parents may like to see the suggested resource list, found in Annex B of the 2025 statutory guidance document.

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

## 9. Governors

As well as fulfilling their legal obligations, Springdale First School's Local Governing Committee (LGC) will also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation; teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that
- the school can fulfil its legal obligations.

Foundation Governors and Foundation Trustees will also have wider responsibilities in relation to maintaining and developing the religious ethos of their schools.

## 10. Working with Parents/Carers and the Wider Community

Springdale First School will work closely with parents when planning and delivering these subjects. We will ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. We will ensure that there is good communication and opportunities for parents to understand and ask questions about the school's approach help secure their confidence in the curriculum.

## 11. Right to be Excused from Sex Education (Commonly Referred to as the Right to Withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the School Leader will discuss



the request with parents and as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. School Leaders will document this process to ensure a record is kept.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the School Leader may want to take a pupil's specific needs arising from their SEND into account when making this decision.

School Leaders will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

## **12. Working with External Agencies**

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

As with any visitor, schools are responsible for ensuring that they check the visitor or visiting organisation's credentials. Springdale First School will ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. The school will ask to see the materials visitors will use as well as a lesson plan in advance to ensure it meets the full range of pupils' needs (e.g. special educational needs). School will agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

## **13. Flexibility**

Springdale First School will retain freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people, is developed in consultation with parents and the local community. Schools must also comply with the relevant provisions of the Equality Act as noted earlier. Where appropriate this may also require a differentiated curriculum. Schools have specific duties to increase the extent to which disabled pupils can participate in the curriculum.

Flexibility is important as it allows schools to respond to local public health and community issues, meet the needs of their community and adapt materials and programmes to meet the needs of pupils (for example in teaching about gangs or high local prevalence of specific sexually transmitted infections).

## **14. Safeguarding, Reports of Abuse and Confidentiality**

Springdale First School will ensure the focus remains on keeping children safe, and play discharge our role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools



and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Children will be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Springdale First School will involve the Designated Safeguarding Lead (or a deputy) in anything that is safeguarding-related in the context of these subjects. They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any local issues which it may be appropriate to address in lessons.

When external agencies are invited in to support delivery of these subjects, there will be agreement in advance of the session how a safeguarding report should be dealt with by the external visitor. We believe important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

If teachers have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.

## **15. Delivering the Relationship and Health Education Curriculum at Springdale First School**

Relationships and Health Education (RHE) is taught through weekly lessons linked to the Jigsaw personal, social and health education programme and links with the whole school assembly programme. An overview of the broad topics covered, and the linked Relationship and Health objectives can be found in Appendix 2.

Biological aspects of sex education are taught within the science curriculum in line with the age expectations set out in the National curriculum.

The areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We are mindful that some children with SEND may need additional support to understand the themes and learning within the relationships and health education curriculum. Teachers will draw on their knowledge of the child to ensure learning is adapted appropriately.

We will keep abreast of local contextual issues and support these through our curriculum where possible.



## 16. Ensuring the Church Values are Reflected

Springdale First School is not a Church of England School. Pupils will be given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, as is their human right. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated, and everyone is included and valued for who they are.

## 17. Assessment

Springdale First School will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support, adaptation or intervention.

## 18. Monitoring of RHE

The delivery of RHE is monitored by Senior Leaders to ensure provision can be further strengthened. The RHE leader carries out monitoring through:

- Planning scrutiny
- Lesson observation
- Analysis of pupils' work and discussions with pupils
- Monitoring of SEN plans and IEPs where appropriate
- Sampling of pupils' end of year reports

## Appendix 1 - Statutory Primary RSE Content September 2025 – August 2026

[https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf)

### Relationships Education (Primary)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity,



trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

#### By the end of primary school:

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage<sup>1</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>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.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>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.</li> <li>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.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>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.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>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.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>

	<ul style="list-style-type: none"> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
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### The Science Curriculum - body changes and life cycles

Sex Education beyond the requirements of the science national curriculum is not compulsory in primary schools; however, we recognise the importance of preparing children well for secondary school. At Springdale First School, children will be taught about puberty as set out in the expectations of the science National Curriculum.

In line with year group expectations, children will learn about external body parts, changes in the human body from birth to old age, and reproduction in some plants and animals. As part of the life cycle objectives, Year 6 pupils (or year 5 pupils if you keep this in line with the NC y5 objective) will be taught the science of how a baby is conceived and born. In our school, we only teach the body changes and life cycles required by the science national curriculum. Therefore, parents do not have the right to withdraw children from these scientific lessons. (Parents will have the opportunity to discuss and view the content of the Year 5/6 curriculum before it is taught.)

We recognise that during such lessons, children may have questions as a result of their learning. We are mindful that unanswered questions often lead to misconceptions and will aim to avoid this where possible.

When questions arise, they will be dealt with as follows.

- Questions directly linked with the science taught will be answered factually for the class of individual. Children will be given the opportunity to write anonymous questions submitted via a question box
- Questions of a personal nature directly linked to the teaching may need to be dealt with by talking directly to the child with an additional adult also present. If deemed necessary, teachers will inform parents of the questions asked. Wherever possible, and to maintain some anonymity, questions will be answered in front of all pupils via a mechanism such as a question box.
- Where a question relates to sex education beyond the scientific teaching, children will be advised to ask their parents or carers.

School Leaders will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

### Physical Health and Mental wellbeing

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>



**By the end of primary school:**

Mental wellbeing	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• 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</li> <li>• 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</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• 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)</li> <li>• 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</li> </ul>
Internet safety and harms	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• 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</li> <li>• 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</li> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• 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</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online</li> </ul>
Physical health and fitness	<p>Pupils should know:</p>

	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle</li> <li>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</li> <li>the risks associated with an inactive lifestyle (including obesity)</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>the principles of planning and preparing a range of healthy meals</li> <li>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)</li> </ul>
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>the facts and science relating to allergies, immunisation and vaccination</li> </ul>
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>

The policy should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) <http://educateagainsthate.com/download/36/>



- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Equality Act 2010 and schools <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- SEND code of practice: 0 to 25 years (statutory guidance) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Alternative Provision (statutory guidance) <https://www.gov.uk/government/publications/alternative-provision>
- Mental Health and Behaviour in Schools (advice for schools) <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Sexual violence and sexual harassment between children in schools (advice for schools) <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) <https://www.equalityhumanrights.com/en/advice-and-guidance/>
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)
- National Citizen Service guidance for schools <https://www.gov.uk/government/publications/national-citizen-service-guidance-for-schools-and-colleges>

### 19. Appendix 2 – RHE Curriculum Overview

Relationships			Living in the Wider World			Health and Wellbeing			
Families and Friendships	Safe Relationships	Respecting ourselves and others	Belonging to a Community (culture and diversity)	Media literacy and digital resilience	Safety in the wider world	Physical health and Mental wellbeing	Growing and changing (mentally and physically)	Keeping our bodies safe	
Year R	<p><b>Autumn 2</b> Peer differences – Understanding that we can have similarities and differences to our friends.</p> <p><b>Summer 1</b> Friendships – Knowing and showing what it is like to be a good friend.</p>	<p><b>Autumn 1</b> <b>Stranger safety</b> – Safe adults in school.</p> <p><b>Autumn 2</b> Bullying/friendships – Knowing some words to use if someone does something unkind.</p> <p><b>Spring 2</b> <b>Stranger Safety</b> – Understanding what a stranger is and what to say if approached by one.</p>	<p><b>Autumn 1</b> Understanding feelings – Beginning to recognise and manage own feelings.</p> <p>Understanding why it is good to be kind and use gentle hands.</p> <p><b>Summer 1</b> Knowing how to help themselves and others when they are upset.</p>	<p><b>Autumn 1</b> Being part of a new school - Understanding and co-operating with boundaries and routines.</p> <p>Understanding how it feels to belong and that we are similar and different.</p> <p><b>Summer 1</b> Family – Identifying the feeling of belonging within families.</p>	<p><b>Ongoing throughout the year</b> Use technology safely and respectfully.</p>	<p><b>Autumn 1</b> <b>Fire safety</b> – Responding to fire drills at school and at home.</p> <p><b>Autumn 2</b> <b>Fire safety</b> – Fireworks and bonfires.</p> <p><b>Spring 1</b> <b>Water and beach safety</b> – Knowing that water can be dangerous and we should always be close to an adult.</p> <p><b>Summer 1</b> <b>Water and beach safety</b> – Strategies for keeping safe near water.</p> <p><b>Summer 2</b> <b>Road Safety</b> – Knowing how to walk on the</p>	<p><b>Spring 2</b> Exercise – Understanding what exercise means and how it keeps our bodies healthy.</p> <p>Diet – Naming some foods that are healthy and some that are not.</p> <p>Sleep – Bedtime routines and understanding why sleep is healthy.</p>	<p><b>Spring 1</b> Challenges – Sharing experiences of not giving up and achieving goals. Understanding the feeling of being proud.</p> <p><b>Summer 2</b> Our bodies – Naming body parts and understanding that our bodies change as we grow.</p> <p>Moving on – Sharing feelings about moving year groups.</p>	<p><b>Summer 2</b> <b>Sun safety</b> – Knowing some ways to protect ourselves from the sun.</p>
						pavement with an adult to stay safe near the road.			

Families and Friendships	Safe Relationships	Respecting ourselves and others	Belonging to a Community (culture and diversity)	Media literacy and digital resilience	Safety in the wider world	Physical health and Mental wellbeing	Growing and changing (mentally and physically)	Keeping our bodies safe
Year 1	<p><b>Autumn 2</b> Peer differences - Recognising and accepting similarities and differences between self and peers. Making friends.</p> <p><b>Summer 1</b> Families - Identifying own family members and recognise that there are different types of families.</p>	<p><b>Autumn 1</b> <b>Stranger safety</b> – Responding to unfamiliar adults.</p> <p><b>Autumn 2</b> Bullying - The meaning of bullying and how this might feel. Identifying trusted adults if feeling unhappy.</p> <p><b>Summer 1</b> Acceptable touch - Appropriate ways of making physical contact when greeting friends. Trusted adults who can help in school.</p>	<p><b>Autumn 1</b> School rules - Rights and responsibilities as a member of the class and year group.</p> <p><b>Autumn 2</b> Stereotypes – Similarities and differences between boys and girls.</p>	<p><b>Autumn 1</b> <b>Online safety</b> - Identifying unwanted content online. Speaking to a trusted adult.</p> <p><b>Autumn 2</b> <b>Online safety</b> - Being considerate and respectful online. Identifying bullying.</p> <p><b>Spring 1</b> <b>Online safety</b> - Managing online information and information sharing.</p> <p><b>Spring 2</b> <b>Online safety</b> - rules for staying safe using technology.</p> <p><b>Summer 1</b> <b>Online safety</b> – Understand copyright and</p>	<p><b>Autumn 1</b> <b>Fire safety</b> – Electrical appliances. Responding to fire alarms. Calling 999.</p> <p><b>Autumn 2</b> <b>Fire safety</b> – Fireworks and bonfires.</p> <p><b>Spring 1</b> <b>Road Safety</b> – Recognising safety signs.</p> <p><b>Spring 2</b> <b>Road Safety</b> – Crossing the road safely.</p> <p><b>Summer 1</b> <b>Water safety</b> – strategies for being safe in and around the water. Purpose of the</p>	<p><b>Spring 2</b> Physical and mental health - The difference between being physically healthy and unhealthy and how these can affect mood.</p> <p>Cleanliness - Germs can cause disease/illness. Keeping our bodies clean. Oral hygiene.</p>	<p><b>Spring 1</b> Identifying own successes and achievements and how I learn best. Setting simple goals, overcoming obstacles and identifying the feelings a new challenge brings.</p> <p><b>Summer 2</b> Changes happen as we grow. Identifying physical changes. Lifecycles of animals and humans. Naming body parts. Identify the different body parts of boys and girls. Moving year group.</p>	<p><b>Spring 2</b> Household medicines and products can be harmful.</p> <p><b>Summer 2</b> Private parts of the body. Appropriate touch. Saying 'no' to unwanted touch. PANTS rule.</p> <p><b>Summer 2</b> <b>Sun safety</b> – protecting skin and drinking water.</p>
				ownership.	<p><b>Summer 2</b> <b>Online safety</b> – privacy, security, passwords.</p>	<p>lifeguard. Calling 999.</p> <p><b>Summer 2</b> <b>Rail safety</b> – standing on the platform and identifying hazards.</p>		



	Families and Friendships	Safe Relationships	Respecting ourselves and others	Belonging to a Community (culture and diversity)	Media literacy and digital resilience	Safety in the wider world	Physical health and Mental wellbeing	Growing and changing (mentally and physically)	Keeping our bodies safe
Year 2	<p><b>Autumn 2</b> Friends - Making new friends. Getting help.</p> <p><b>Summer 1</b> Family - Understanding relationships with family members.</p> <p>Friends and conflict - Identifying and trying to resolve conflict.</p>	<p><b>Autumn 1</b> <b>Stranger safety</b> - Identifying 'safer strangers'.</p> <p><b>Autumn 2</b> Bullying - Understanding that bullying is sometimes about difference. Identifying trusted adult for help with bullying.</p> <p><b>Summer 1</b> Acceptable touch - Recognising acceptable physical contact within a family. Managing secrets; resisting pressure and getting help. <b>Permission.</b></p>	<p><b>Autumn 1</b> Respecting others - Working cooperatively; sharing opinions and listening to others.</p> <p><b>Spring 1</b> Respecting others - Working cooperatively to solve problems. Understanding that working with others can help us learn.</p> <p><b>Summer 1</b> Respecting others - Expressing appreciation to a special person.</p>	<p><b>Autumn 1</b> School rules - Rights and responsibilities as a member of the class and school. Contributing ideas about rewards and consequences.</p>	<p><b>Autumn 1</b> <b>Online safety</b> - differences that can occur online and offline. The dangers of speaking to strangers online.</p> <p><b>Autumn 2</b> <b>Online safety</b> - dealing with content that has been uploaded without consent. Online bullying.</p> <p><b>Spring 1</b> <b>Online safety</b> - content that does and does not belong to you.</p> <p><b>Spring 2</b> <b>Online safety</b> - <u>Privacy</u> on the internet.</p>	<p><b>Autumn 1</b> <b>Road Safety</b> - Safe places to cross and reflective clothing.</p> <p><b>Autumn 2</b> <b>Fire safety</b> - Fireworks and bonfires.</p> <p><b>Spring 2</b> <b>Road Safety</b> - Rules for being a safe car passenger.</p> <p><b>Summer 1</b> <b>Fire safety</b> - Fire officer visit discussing hazards in the home.</p> <p><b>Summer 1</b> <b>Water and beach safety</b> - Flags and warning signals at the beach. Calling for help. <u>Calling 999.</u></p>	<p><b>Spring 2</b> Stress and relaxation - The difference between a relaxed and stressed body and mind.</p> <p>Diet - Food groups and the importance of a balanced diet.</p>	<p><b>Autumn 1</b> Goals - Recognise hopes, fears, worries for the year ahead.</p> <p><b>Spring 1</b> Identifying the feelings that success and achievement brings. Set realistic goals, plan how to achieve them and persevere.</p> <p><b>Summer 2</b> Natural changes when growing from young to old. Changes to the body. Physical differences between boys and girls and naming body parts.</p>	<p><b>Spring 2</b> Medicines - How medicines work in the body and the importance of using them safely.</p> <p><b>Summer 2</b> Different types of touch. Private body parts.</p> <p><b>Summer 2</b> <b>Sun safety</b> - protection from the sun including shade.</p>
							<p><b>Summer 2</b> <b>Electrical safety</b> - Hazards in the home (sockets, appliances, cords) Responding to fire alarms. Calling 999.</p>		

	Families and Friendships	Safe Relationships	Respecting ourselves and others	Belonging to a Community (culture and diversity)	Media literacy and digital resilience	Safety in the wider world	Physical health and Mental wellbeing	Growing and changing (mentally and physically)	Keeping our bodies safe
Year 3	<p><b>Autumn 2</b> Family differences - Know that all families are different. Understanding that conflicts can happen between family members.</p> <p><b>Summer 1</b> Family roles - Identifying roles and responsibilities of members of our family.</p> <p>Friends and conflict - Showing some of the skills of friendship and negotiating conflict. Showing appreciation for</p>	<p><b>Autumn 1</b> <b>Stranger safety</b> - Knowing how to seek help if a stranger makes us feel uncomfortable.</p> <p><b>Autumn 2</b> Bullying - Understanding what it means to be a witness to bullying and that witnesses can make a situation better or worse.</p>	<p><b>Autumn 1</b> Respecting ourselves - Personal worth and identifying achievements. Setting personal goals.</p> <p>Respecting others - Understanding that our actions affect ourselves and others. Beginning to understand other <u>people's</u> point of view.</p> <p><b>Autumn 2</b> Respecting others - Words can be hurtful.</p>	<p><b>Autumn 1</b> Rules in school and out - Understanding the need for rules and how they relate to rights and responsibilities.</p> <p><b>Summer 1</b> Community - Understanding how the actions and work of people around can influence us.</p> <p>Culture and diversity - Understanding that our needs and rights are the same as other children around the world even though our</p>	<p><b>Autumn</b> <b>Self-image &amp; Identity</b> - Knowing the meaning of 'identity' and why someone might change theirs.</p> <p><b>Spring</b> <b>Online bullying</b> - Examples of bullying online</p> <p><b>Summer</b> <b>Managing online information</b> - Knowing the difference between 'belief', 'opinion' and 'fact' and examples of how and where they</p>	<p><b>Autumn 2</b> <b>Fire safety</b> - Fireworks and bonfires (quick recap).</p> <p><b>Spring 1</b> <b>Water safety</b> - Strategies for keeping safe at a swimming pool.</p> <p><b>Spring 2</b> Identify things, people and places that I need to keep myself safe from and know who to go to for help. <u>Calling 999.</u></p> <p><b>Summer 1</b> <b>Rail safety</b> - Electrical dangers on a railway</p>	<p><b>Spring 2</b> Physical health - Identifying how exercise affects our heart and lungs.</p> <p>Diet - Calories/fat/sugar in your diet, all affect health.</p>	<p><b>Spring 1</b> Setting goals/learning challenges and finding motivation to push ourselves. Breaking goals down into steps and thinking about the best way to achieve them.</p> <p><b>Recognise</b> and overcome obstacles and evaluate <u>own</u> learning progress. Know about people who have faced challenges but achieved success.</p> <p><b>Summer 2</b></p>	<p><b>Spring 2</b> Identify my feelings about drugs</p> <p><b>Summer 2</b> <b>Sun safety</b> - Understanding that sunburn can happen anywhere and knowing how <u>if</u> is caused. Knowing how to protect our eyes and body from the <u>sun</u>.</p>
		<p>friends and family.</p> <p><b>Summer 2</b> Family stereotypes - Identifying stereotypical ideas about parenting and families.</p>		<p>lives can be different.</p>	<p>might be shared online.</p>	<p>track.</p>		<p>Understand how babies <u>grow (animals and humans)</u>, from conception onwards. Understand ways in which girls and <u>boys</u> body change and grow so <u>that they</u> can make babies when grown up.</p>	

Year 4	<p><b>Autumn 2</b> Friends - Understanding that sometimes we make assumptions based on the way people look and question what influences these assumptions.</p> <p><b>Spring 2</b> Friendship groups and roles - Recognising how I fit into different friendship groups and <u>know</u> the role I take in different situations.</p> <p><b>Summer 1</b> Changing</p>	<p><b>Autumn</b> <b>Stranger safety</b> - Understanding that sometimes people can pretend to be someone else. Knowing how to respond appropriately.</p> <p><b>Autumn 2</b> Bullying - Understanding that bullying can be subtle and know what to do if we suspect it might be happening. Know why sometimes <u>witnesses join in</u></p>	<p><b>Autumn 1</b> Respecting others - Understanding the meaning of empathy and begin to <u>empathise</u> with others. Understanding that our actions and attitudes affect others.</p> <p><b>Autumn 2</b> Respecting ourselves - Ways in which we are special and unique.</p> <p><b>Summer 2</b> Love and loss - <u>Identifying</u> love for somebody and acknowledging</p>	<p><b>Autumn 1</b> School community - Understanding different roles within the school community. Knowing that our attitudes make a difference to the class team. Understanding democracy (through the school council).</p> <p><b>Spring 2</b> Group dynamics - Understanding the roles of leaders and followers. Having a clear idea of what is right and wrong.</p>	<p><b>Autumn</b> <b>Self-image &amp; Identity</b> - Knowing that online identity can be different to my offline identity.</p> <p><b>Spring</b> <b>Online Relationships</b> - Strategies for safe and fun experiences in a range of online social environments.</p> <p><b>Summer</b> <b>Managing online information</b> - <u>Making</u> my own decisions regarding content.</p>	<p><b>Autumn 2</b> <b>Fire safety</b> - Hazards that cause injury or risk in the home. <u>Contacting</u> the emergency services by calling 999.</p> <p><b>Summer 1</b> <b>Road Safety</b> - Understanding ways to keep safe on the road as a pedestrian and a cyclist. The green cross code.</p> <p><b>Summer 2</b> <b>Water and beach safety</b> - Knowing what to do to help others in danger</p>	<p><b>Spring 2</b> Mental wellbeing - Identifying anxiety associated with peer pressure. Have a clear understanding of right and wrong.</p>	<p><b>Spring 1</b> Understand that sometimes personal dreams and goals <u>can not be achieved</u> and this can be disappointing. Know how to reflect on positive experiences and <u>plan ahead</u> to set new goals.</p> <p><b>Summer 2</b> Identifying internal and external parts of the male and female body necessary for making a baby. Know that a baby</p>	<p><b>Spring 2</b> Understand that smoking and alcohol can affect health. Know the reasons some people start smoking and drinking alcohol and the role peer pressure can play.</p>
	<p>friendships - How to negotiate and compromise. Boyfriends/girlfriends are special relationships which we might develop when older.</p>	<p>with bullying.</p>	<p>feelings about people that we no longer see. <u>Recognising</u> and dealing with jealousy.</p>			<p>in the water. <u>Calling</u> 999.</p>		<p>is made from the joining of <u>the egg</u> and sperm. Girls and puberty - menstruation, changing bodies. Accepting changes - moving to middle school and managing feelings positively.</p>	

The overview can also be found on our website: [download.asp](#)

## 20. Review

This policy will be reviewed annually by the Policy Owner.