



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.	

1.	Introduction	3
2.	Scope	3
3.	Definitions	3
4.	Introduction and Statutory Guidance	4
5.	Equality	4
6.	Pupils with Special Educational Needs and Disabilities	5
7.	Lesbian, Gay, Bisexual and transgender (LGBT)	5
8.	Use of Materials	5
9.	Governors	6
10.	Working with Parents/Carers and the Wider Community	6
11.	Right to be Excused from Sex Education (Commonly Referred to as the Right to Withdraw) ...	6
12.	Working with External Agencies	7
13.	Flexibility	7
14.	Safeguarding, Reports of Abuse and Confidentiality	7
15.	Delivering the Relationship and Health Education Curriculum at [insert school name]	8
16.	Ensuring the Church Values are Reflected	Error! Bookmark not defined.
17.	Assessment	9
18.	Monitoring of RHE	9
19.	Appendix 1 - Statutory Primary RSE Content September 2025 – August 2026	10
20.	Appendix 2 – RHE Curriculum Overview	17
21.	Review	24



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

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 Gatcombe Park Primary 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 Gatcombe Park Primary school.

- Teamwork
- Respect
- Aim High

5. Equality

Gatcombe Park Primary 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 partnership¹¹, 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

Gatcombe Park Primary 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. Gatcombe Park Primary 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.

Gatcombe Park Primary 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, Gatcombe Park Primary school should ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. Gatcombe Park Primary 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.

Gatcombe Park Primary 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. Gatcombe Park Primary 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, Gatcombe Park Primary 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

Gatcombe Park Primary 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. Gatcombe Park Primary 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

Gatcombe Park Primary 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

[insert school name] 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.

Gatcombe Park Primary 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 Gatcombe Park Primary school

Relationships and Health Education (RHE) is taught through weekly lessons linked to the curriculum framework by HAMWIC for 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. Assessment

Gatcombe Park Primary 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.

17. 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

18. 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

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>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

	<ul style="list-style-type: none"> that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

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

In addition to the science curriculum, we will also teach additional lessons as part of our SRE. Parents have the right to withdraw children from Sex Education aspects that are not part of the science curriculum.

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"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

	<ul style="list-style-type: none"> • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
Physical health and fitness	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle

The 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
- 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			
	Concept	Component	Component knowledge
Year 1	Families and Friendship	Roles of different people Families Feeling cared for	<ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family
Year 2		Making friends Feeling lonely and getting help	<ul style="list-style-type: none"> how to be a good friend, e.g. kindness, listening, honesty about different ways that people meet and make friends strategies for positive play with friends, e.g. joining in, including others, etc. about what causes arguments between friends how to positively resolve arguments between friends how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
Year 3		What makes a family Features of family life	<ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving

RELATIONSHIPS			
	Concept	Component	Component knowledge
	Friendship		<p>encouragement or support in times of difficulty</p> <ul style="list-style-type: none"> to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe
Year 4		Positive friendships, including online	<ul style="list-style-type: none"> about the features of positive healthy friendships such as mutual respect, trust and sharing interests strategies to build positive friendships how to seek support with relationships if they feel lonely or excluded how to communicate respectfully with friends when using digital devices how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know what to do or whom to tell if they are worried about any contact online
Year 5		Managing friendships and peer influence	<ul style="list-style-type: none"> what makes a healthy friendship and how they make people feel included strategies to help someone feel included about peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication that it is common for friendships to experience challenges strategies to positively resolve disputes and reconcile differences in friendships that friendships can change over time and the benefits of having new and different types of friends how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable when and how to seek support in relation to friendships

RELATIONSHIPS			
	Concept	Component	Component knowledge
Year 6		Attraction to others Romantic relationships Civil partnership and marriage	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried

RELATIONSHIPS			
	Concept	Component	Component knowledge
Year 1	Safe Relationships	Recognising privacy Staying safe Seeking permission	<ul style="list-style-type: none"> • about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission
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RELATIONSHIPS			
	Concept	Component	Component knowledge
Year 2	Safe Relationships	ng secrets Resisting pressure and getting help Recognising hurtful behaviour	<ul style="list-style-type: none"> how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online about what bullying is and different types of bullying how someone may feel if they are being bullied about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use
Year 3		Personal boundaries Safely responding to others The impact of hurtful behaviour	<ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying what to do and whom to tell if they see or experience bullying or hurtful behaviour
Year 4		Responding to hurtful behaviour Managing confidentiality Recognising	<ul style="list-style-type: none"> to differentiate between playful teasing, hurtful behaviour and bullying, including online how to respond if they witness or experience hurtful behaviour or bullying, including online recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable how to manage pressures associated with dares when it is right to keep or break a confidence or share a secret how to recognise risks online such as harmful content or contact how people may behave differently online including

RELATIONSHIPS			
	Concept	Component	Component knowledge
		risks online	<ul style="list-style-type: none"> pretending to be someone they are not how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
Year 5		Physical contact and feeling safe	<ul style="list-style-type: none"> to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations how to ask for, give and not give permission for physical contact how it feels in a person's mind and body when they are uncomfortable that it is never someone's fault if they have experienced unacceptable contact how to respond to unwanted or unacceptable physical contact that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about whom to tell if they are concerned about unwanted physical contact
Year 6		Recognising and managing pressure Consent in different situations	<ul style="list-style-type: none"> to compare the features of a healthy and unhealthy friendship about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares' how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations

RELATIONSHIPS			
	Concept	Component	Component knowledge
Year 1	Respecting ourselves and others	How behaviour affects others Being polite and respectful	<ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns
Year 2		Recognising things in common and differences Playing and working cooperatively Sharing opinions	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views
Year 3		Recognising respectful behaviour The importance of self-respect Courtesy and being polite	<ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society

RELATIONSHIPS			
	Concept	Component	Component knowledge
Year 4	Respecting ourselves and others	Respecting differences and similarities Discussing difference sensitively	<ul style="list-style-type: none"> to recognise differences between people such as gender, race, faith to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations about the importance of respecting the differences and similarities between people a vocabulary to sensitively discuss difference and include everyone
Year 5		Responding respectfully to a wide range of people Recognising prejudice and discrimination	<ul style="list-style-type: none"> to recognise that everyone should be treated equally why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own what discrimination means and different types of discrimination e.g. racism, sexism, homophobia to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online
Year 6		Expressing opinions and respecting other points of view, including discussing topical issues	<ul style="list-style-type: none"> about the link between values and behaviour and how to be a positive role model how to discuss issues respectfully how to listen to and respect other points of view how to constructively challenge points of view they disagree with ways to participate effectively in discussions online and manage conflict or disagreements

[PSHE Association Programme of Study for PSHE Education \(Key stages 1–5\), Jan 2020.pdf](#)

20. Review

LIVING IN THE WIDER WORLD			
	Concept	Component	Component Knowledge
Year 1		What rules are Caring for others' needs Looking after the environment	<ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling
Year 2	Belonging to a community	Belonging to a group Roles and responsibilities Being the same and different in the community	<ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community
Year 3		The value of rules and laws Rights, freedoms and responsibilities	<ul style="list-style-type: none"> • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn

LIVING IN THE WIDER WORLD			
	Concept	Component	Component Knowledge
Year 4	Belonging to a community	What makes a community Shared responsibilities	<ul style="list-style-type: none"> the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community about the different groups that make up and contribute to a community about the individuals and groups that help the local community, including through volunteering and work how to show compassion towards others in need and the shared responsibilities of caring for them
Year 5		Protecting the environment Compassion towards others	<ul style="list-style-type: none"> about how resources are allocated and the effect this has on individuals, communities and the environment the importance of protecting the environment and how everyday actions can either support or damage it how to show compassion for the environment, animals and other living things about the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment
Year 6		Valuing diversity Challenging discrimination and stereotypes	<ul style="list-style-type: none"> what prejudice means to differentiate between prejudice and discrimination how to recognise acts of discrimination strategies to safely respond to and challenge discrimination how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups how stereotypes are perpetuated and how to challenge this

LIVING IN THE WIDER WORLD			
	Concept	Component	Component knowledge
Year 1	Media literacy and digital resilience	Using the internet and digital devices Communicating online	<ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online
Year 2		The internet in everyday life Online content and information	<ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true
Year 3		How the internet is used Assessing information online	<ul style="list-style-type: none"> • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication

LIVING IN THE WIDER WORLD			
	Concept	Component	Component knowledge
Year 4	Media literacy and digital resilience	How data is shared and used	<ul style="list-style-type: none"> that everything shared online has a digital footprint that organisations can use personal information to encourage people to buy things to recognise what online adverts look like to compare content shared for factual purposes and for advertising why people might choose to buy or not buy something online e.g. from seeing an advert that search results are ordered based on the popularity of the website and that this can affect what information people access
Year 5		How information online is targeted Different media types, their role and impact	<ul style="list-style-type: none"> to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information
Year 6		Evaluating media sources Sharing things online	<ul style="list-style-type: none"> about the benefits of safe internet use e.g. learning, connecting and communicating how and why images online might be manipulated, altered, or faked how to recognise when images might have been altered why people choose to communicate through social media and some of the risks and challenges of doing so that social media sites have age restrictions and regulations for use the reasons why some media and online content is not appropriate for children how online content can be designed to manipulate people's emotions and encourage them to read or share things about sharing things online, including rules and laws relating to this how to recognise what is appropriate to share online how to report inappropriate online content or

LIVING IN THE WIDER WORLD

	Concept	Component	Component knowledge
			contact

LIVING IN THE WIDER WORLD

	Concept	Component	Component knowledge
Year 1	Money and work	Strengths and interests Jobs in the community	<ul style="list-style-type: none"> that everyone has different strengths, in and out of school about how different strengths and interests are needed to do different jobs about people whose job it is to help us in the community about different jobs and the work people do
Year 2		What money is Needs and wants Looking after money	<ul style="list-style-type: none"> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants
Year 3		Different jobs and skills Job stereotypes Setting personal goals	<ul style="list-style-type: none"> about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime about common misconceptions and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM about some of the skills needed to do a job, such as

LIVING IN THE WIDER WORLD			
	Concept	Component	Component knowledge
			<ul style="list-style-type: none"> teamwork and decision-making to recognise their interests, skills and achievements and how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby
Year 4	Money and work	Making decisions about money Using and keeping money safe	<ul style="list-style-type: none"> how people make different spending decisions based on their budget, values and needs how to keep track of money and why it is important to know how much is being spent about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money can have positive or negative effects on others e.g. charities, single use plastics
		Identifying job interests and aspirations What influences career choices Workplace stereotypes	<ul style="list-style-type: none"> to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it that there is a variety of routes into work e.g. college, apprenticeships, university, training
Year 6		Influences and attitudes to money Money and financial risks	<ul style="list-style-type: none"> about the role that money plays in people's lives, attitudes towards it and what influences decisions about money about value for money and how to judge if something is value for money how companies encourage customers to buy things and why it is important to be a critical consumer how having or not having money can impact on a person's emotions, health and wellbeing about common risks associated with money, including debt, fraud and gambling how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at

LIVING IN THE WIDER WORLD			
	Concept	Component	Component knowledge
			financial risk how to get help if they are concerned about gambling or other financial risks

HEALTH AND WELLBEING			
	Concept	Component	Component knowledge
Year 1	Physical health and mental wellbeing	Keeping healthy Food and exercise Hygiene routines Sun safety	<ul style="list-style-type: none"> what it means to be healthy and why it is important ways to take care of themselves on a daily basis about basic hygiene routines, e.g. hand washing about healthy and unhealthy foods, including sugar intake about physical activity and how it keeps people healthy about different types of play, including balancing indoor, outdoor and screen-based play about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors how to keep safe in the sun
Year 2		Why sleep is important Medicines and keeping healthy Keeping teeth healthy Managing feelings and asking for help	<ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health how to describe and share a range of

HEALTH AND WELLBEING			
	Concept	Component	Component knowledge
			<p>feelings</p> <ul style="list-style-type: none"> ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others how to manage big feelings including those associated with change, loss and bereavement when and how to ask for help, and how to help others, with their feelings
Year 3		<p>Health choices and habits What affects feelings Expressing feelings</p>	<ul style="list-style-type: none"> about the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has positive benefits for their mental and physical health about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language to recognise how feelings can change overtime and become more or less powerful
Year 4		<p>Maintaining a balanced lifestyle Oral hygiene and dental care</p>	<ul style="list-style-type: none"> to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary how to maintain oral hygiene and dental health, including how to brush and floss correctly the importance of regular visits to the dentist and the effects of different foods,

HEALTH AND WELLBEING			
	Concept	Component	Component knowledge
	Physical health and mental wellbeing		drinks and substances on dental health
Year 5		Healthy sleep habits Sun safety Medicines, vaccinations, Immunisations and allergies	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment
Year 6		What affects mental health and ways to take care of it Managing change, loss and bereavement Managing time online	<ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult

HEALTH AND WELLBEING			
	Concept	Component	Component knowledge
			<ul style="list-style-type: none"> about the changes that may occur in life including death, and how these can cause conflicting feelings that changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed about strategies that can help someone cope with the feelings associated with change or loss to identify how to ask for help and support with loss, grief or other aspects of change how balancing time online with other activities helps to maintain their health and wellbeing strategies to manage time spent online and foster positive habits e.g. switching phone off at night what to do and whom to tell if they are frightened or worried about something they have seen online

HEALTH AND WELLBEING			
	Concept	Component	Component knowledge
Year 1	Growing and changing	Recognising what makes them unique and special Feelings Managing when things go wrong	<ul style="list-style-type: none"> to recognise what makes them special and unique including their likes, dislikes and what they are good at how to manage and whom to tell when finding things difficult, or when things go wrong how they are the same and different to others about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave
		Growing older Naming body parts Moving class or	<ul style="list-style-type: none"> about the human life cycle and how people grow from young to old

HEALTH AND WELLBEING			
	Concept	Component	Component knowledge
Year 2		year	<ul style="list-style-type: none"> • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year
Year 3		Personal strengths and achievements Managing and reframing setbacks	<ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again
Year 4	Growing and	Physical and emotional changes in puberty External genitalia Personal hygiene routines Support with puberty	<ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty

HEALTH AND WELLBEING			
	Concept	Component	Component knowledge
Year 5	changing	Personal identity Recognising individuality and different qualities Mental wellbeing	<ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing
Year 6		Human reproduction and birth Increasing independence Managing transitions	<ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception • about the responsibilities of being a parent or carer and how having a baby changes someone's life

This policy will be reviewed annually by the Policy Owner.

