



Relationships and Sex Education and Health Education (RSHE) Policy

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To be read alongside all relevant Matrix Academy Trust policies and procedures

1. AIMS

- 1.1 The aims of this policy is to provide a working document of clear guidance to Trustees, staff, parents/carers and pupils on the delivery of Relationships and Sex Education (RSE) and Health Education at Trust Schools.
- 1.2 The content will be taught in an age appropriate and developmentally appropriate way. Topics will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.
- 1.3 The content will support the wider work of school in helping to foster pupil well-being and develop resilience and character that we know are fundamental to pupils thriving as successful and productive members of society

2. INTRODUCTION

- 2.1 Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

3. STATUTORY REQUIREMENTS

Primary academies must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, 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.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Secondary academies must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSE, 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.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Teaching on biological sex and gender reassignment focuses on facts and the law.

4. DEFINITION

4.1 Relationships and Sex Education and Health Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is not about the promotion of sexual activity.

5. DELIVERY OF THE PROGRAMME

5.1 At Matrix Academy Trust we acknowledge that high-quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

5.2 Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

5.3 RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement, and be supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, SEND, e-safety, anti-bullying and safeguarding.

5.4 RSE is taught within the school's personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

5.5 Science, computing and physical education will complement some of the topics covered in Relationships and Sex and Health Education.

- 5.6 Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.
- 5.7 If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. This may involve asking the pupil to speak to parents or a trusted adult and/or signposting to support services. Where questions arise specifically around sex education which are outside of the remit of our delivery, we will thank pupils for their question and encourage them to have a conversation at home. We will also ensure pupils are aware that some sex education content will be covered at a more appropriate time in secondary provision.
- 5.8 Our whole school oracy protocols support pupils to speak clearly and confidently, expressing and valuing their own voices as well as those of others. Reading materials will also be used to deepen discussion and understanding of issue raised in the teaching of RSHE.

6. PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

- 6.1 RSHE will be accessible for all pupils.
- 6.2 High quality teaching is differentiated and personalised. This is the starting point to ensure accessibility for all pupils.
- 6.3 The school will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.
- 6.4 The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils. For example pupils with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different developmental stages.

7. PARENTS' RIGHT TO WITHDRAW

- 7.1 Parents have the right to withdraw their children from the non-statutory components of RSHE (intimate and sexual relationships, including sexual health), up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. Parents cannot withdraw their child from Relationships or Health Education.

7.2 Parents can identify when RSE is being covered by referring to the overviews on the school's website. (Found in appendix 3 of this document).

7.3 Requests for withdrawal should be made in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's file. The Headteacher will discuss the request with parents. Appropriate alternative work will be given to pupils who are withdrawn from Sex Education. There is no right to withdraw from Relationships Education or Health Education.

8. WORKING WITH EXTERNAL AGENCIES

8.1 To support and enhance the delivery of RSHE, Trust Schools works with external partners to draw on specialist knowledge and implement different ways of engaging with young people.

8.2 Where external agencies are used, the school will ensure that all the necessary checks are completed of the visiting organisation and any visitors linked to the agency.

8.3 The schools will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the school in advance of the session.

8.4 The schools will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

9. SAFEGUARDING, REPORTS OF ABUSE AND CONFIDENTIALITY

10.1 The schools recognise that at the heart of RSHE, the focus is on keeping children safe, and acknowledges the significant role schools have in preventative education. Our RSHE and PSHE provision takes account of our local context and is responsive to the needs our pupils within the context of our community.

10.2 We will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

10.3 In line with the document Keeping Children Safe in Education, all staff are aware of what to do if a pupil tells them that they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This

means only involving those that need to be involved, such as the Designated Safeguarding Lead and Children's Services.

10.4 We ensure children are aware of where they can report any concerns to external services if they do not feel comfortable talking to school staff.

10.5 A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

10. MONITORING AND EVALUATION

11.1 The delivery of RSHE is monitored by the school's Leadership team, Heads of House and the school's PSHE Lead through the school's monitoring programme of curriculum reviews, learning walks, PSHE working walls, lesson observation and pupil voice.

11.2 Pupils' development in RSHE is monitored by pupil surveys, self-evaluations, pop quizzes, written work and discussions.

12 INFORMING AND INVOLVING PARENTS, STAFF AND PUPILS

12.1 Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the school as very important. Relevant sections of this RSHE policy will be included in the school's *Prospectus* booklet, published annually in August.

12.2 This policy has been designed in consultation with Parent Advisory Groups and via a parental questionnaire to representatives and the views expressed by parents will be taken into account when reviewing the policy. A copy of this policy will be made available on the school's website as well as an overview of topics covered by each year group.

12.3 Pupils' views are gathered through school surveys and the various committees, for example School Council, Mental Health Ambassadors, Digital Leaders and the Anti-bullying Champions that the school operates, identifying needs.

12.4 Staff feedback plays an important role in supporting the delivery and review of RSHE.

13. CURRICULUM CONTENT

Our RSE curriculum is set out as per Appendices 1 2 and 3.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

We will share all curriculum materials with parents and carers on request.

As a minimum, the statutory curriculum content will be taught, as listed in the [statutory guidance](#) and reproduced in Appendices 1 and 2. Appendix 3 shows how each school's specific curriculum.

Appendix 1 Primary

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

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 2 Secondary

Secondary health and wellbeing curriculum content

Schools should continue to develop knowledge of topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing

Curriculum content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully-presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online

Curriculum content:

1. About the benefits of limiting 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.
2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical health and fitness

Curriculum content:

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

Healthy eating

Curriculum content:

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system Curriculum

content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.
8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.
9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

Curriculum content:

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings - and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.
3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.
4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.
5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).
6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid

Curriculum content:

1. Basic treatment for common injuries and ailments.
2. Life-saving skills, including how to administer CPR.¹
3. The purpose of defibrillators, when one might be needed and who can use them.

¹ Cardiopulmonary Resuscitation is usually best taught after 12 years old.

Developing bodies

Curriculum content:

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

Appendix 3

EYFS and KS1 PSHE Curriculum						
	Autumn 1 How can I be a responsible and active citizen?	Autumn 2 How do I celebrate differences?	Spring 1 What are my dreams and goals and how do I achieve them?	Spring 2 How do I stay safe and healthy?	Summer 1 What makes a good and safe relationship?	Summer 2 What changes happen to me/us?
EYFS Nursery	How does it feel to belong?	How am I special?	Who do I want to be?	What are my body parts called?	Who is in my family?	What body parts do I know and how can I show look after myself for myself?
	How can I show when I am happy or sad?	How are families different?	What do I want to be when I am older?	What does the word healthy mean and how can I stay healthy?	How can I make friends if I am lonely?	How has my body changed since I was a baby?
	Why should I think about others?	How are our homes different?	What does challenge mean?	What foods are healthy and unhealthy?	What do I like about my friends?	How do humans change?
	How can I be a kind friend?	How can I make new friends?	Why should I keep on trying?	How can I help myself go to sleep and why is sleep good for me?	What do I do if someone is mean to me?	What happens to me as I get older?
	What are my rights as a child?	How can I use my words to be kind?	What are kind words that others can use to help me?	Why is it important to wash my hands before I eat and after I go to the toilet?	How do I help how I feel?	How do I feel moving to Reception from Nursery?
	How do I know I am being good?	How does it feel to be proud of something I am good at?	How do I feel when I achieve a goal?	Who are my safe adults and how do I stay safe?	How can enjoy being with my friends?	What fun things can I remember about Nursery this year?

EYFS Reception	How does it feel to belong?	What am I good at and what are others good at?	What would I like to achieve and how can I achieve it?	Why do I need to exercise?	What jobs do I do within my family?	What are my body parts called?
	What different emotions are there I can use?	How am I different but the same as others in some ways?	What have I achieved when I did not give up?	Why is moving and resting good for my body?	How do I make friends and not feel lonely?	What things can I do and what can I eat that keeps me healthy?
	I know how I can be a kind friend?	Why is my home special to me?	What does it mean to persevere when tackling challenge?	Which foods are healthy and not so healthy?	How can we stay friends stay friends?	What changes do human go through?
	How can working with others make the school a good place?	How can I be a kind friend?	What kind words can I say to encourage people?	How can I help myself go to sleep and why is sleep good for me?	How do unkind words impact on my friends?	How do I feel about moving from Reception to Year 1?
	What are my rights as a child?	How can my words help me when someone is being unkind?	How can my learning help me with what I want to do when I am older?	Why is it important to wash my hands before I eat and after I go to the toilet?	How do I manage my feelings?	What are my worries and what am I looking forwards to about being in Year 1?
	How do I know I am being responsible?	Why does being different makes us all special?	How do I feel when I achieve a goal and what does it mean to feel proud?	Who are my safe adults and how do I stay safe?	How am I a good friend?	What memories can I remember from Reception?

Year 1	How do I feel special and safe in my class?	1)What is the same about me and my friends?	What goals can I set myself?	What is the difference between being healthy and less healthy and how do I keep myself healthy?	What qualities do I have as a person and a friend?	What changes happen within human and animals' lifecycles?
	How does it feel to be proud of an achievement?	2)What is different about me and my friends?	How can I achieve my goal?	How do I make healthy lifestyle choices?	Who is in my family and what different types of families are there?	What things have changed about me and what have stayed the same?
	How do I make the classroom as safe place for everyone?	3) How can I make new friends?	How do I know if I work well with a partner and celebrate achievement?	How do I keep myself clean and healthy and understand how germs cause disease/illness?	What does it mean to be a good friend?	How has my body changed since I was a baby?
	What consequences do different choices get?	4) What is bullying?	How can I tackle new challenges and understand this might stretch my learning?	What household products are harmful?	What appropriate ways of physical contact can I use to greet people?	What body parts make boys and girls different and what is the correct terminology?
	What rules do we follow in everyday life? (Democracy unity lesson 2)	5) Who would I talk to if I was feeling unhappy or being bullied?	What obstacles make it challenging to achieve my goal and how can I overcome them?	How do medicines help me when I am poorly and how do I use them safely?	Who can help me in my school community?	What happens when I learn something new?
	What are my rights and responsibilities?	6) How can I celebrate differences?	How do I feel when I succeed in a new challenge and how do I celebrate it?	How do I keep safe when crossing a road and who can help my keep safe?	How can I appreciate someone that is special to me?	What changes have happened in my life?
				Why is my body amazing and how do I keep it safe and healthy?		

Year 2	What are my hopes and fears for this year?	How are boys and girls similar and how does this make me feel?	What realistic goal can I choose and how can I achieve it?	What food groups are there, and which foods are within them?	Who is in my family?	What types of cycle of life are there in nature?
	What different rewards and consequences should we have?	How are boys and girls different and how does this make me feel?	How do I keep myself healthy and motivated?	What is a healthy snack and why are they good for my body?	What physical contact is acceptable and what is not?	What is the natural process of growing from young to old?
	Why should we have rewards and consequences?	How do I know if someone is being bullied?	Who do I work well with and why and who do I find it more difficult to work with and why?	What hazards are in my home and how do I stay safe?	What things may cause conflict with my friends?	How has my body changed since I was a baby?
	Why is it important to work with others?	How can I help someone who is being bullied?	How can I work well in a group and use problem solving to achieve an outcome?	What hazards are outside my home and how do I stay safe?	Why is it good to keep a secret sometimes and when it is not good to keep a secret?	What are the physical differences between boys and girls?
	What qualities make someone a lawful citizen?	How does feel to be a friend and have a friend?	How does it feel to work within a group and complete a task?	How do medicines work in my body and why is it important to use them safely?	Who do I know and appreciate who can help me within my family, school, and community?	What different types of touches are there, and I know which ones I like and do not like?
	What are my rights and responsibilities in my class and school?	What are compliments and how do they make us feel?	How can I share other people's successes?	How do I keep my body healthy?	How do I express my appreciation for the people in my special relationships?	What am I looking forward to when I move to my next class?

Key Stage 2 PSHE Curriculum						
	Autumn 1 How can I be a responsible and active citizen?	Autumn 2 How do I celebrate differences?	Spring 1 What are my dreams and goals and how do I achieve them?	Spring 2 How do I stay safe and healthy?	Summer 1 What makes a good and safe relationship?	Summer 2 What changes happen to me/us?
Year 3	Can I identify positive things about myself and set goals? How do I face new challenges and ask for help? How do my actions affect myself and others? What does it mean to make responsible choices as part of a group? What does it mean to represent others? Why do we need rules and how are do they relate to rights and responsibilities?	How can I appreciate my family and the people who care for me? What differences and conflicts may happen among family members? What words are hurtful to use? How can my words affect someone's feelings and what are the consequences? What does it mean to be bullied? What can I do to problem-solve when someone is being bullied?	What dream/ambition is important to me? Which people have faced difficulty and challenges but still achieved success? When facing new learning challenges what is best way to achieve them? How can I be motivated and enthusiastic about achieving new challenges? What obstacles might hinder my achievement and how can I overcome them? How can evaluating my own work allow me to identify how to make it better?	How is my body complex and why is it important to take care of it? How does exercise affect my body? How will the number of calories, fat and sugar affect my body and health? What do I know about drugs and what is my attitude towards them? How do I know when something feels safe or unsafe? Where can I get help if I feel unsafe?	What are the roles and responsibilities of my family members and what are the expectations for males and females? What skills do I have to use within my friendships? How do I express my appreciation to my friends and family? What strategies do I know to keep me safe online? How can the actions of others around the world help and influence my life? (link to media representation) How are my needs and right shared by children around the world?	What changes happen in animals and humans from birth to fully grown? What changes happen to boys' and girls' bodies on the outside and inside during growing up? How can I look after my body as I grow up? What are the stereotypical ideas I may have about parenting and family roles? What am I looking forward to when I move to my next class?

Year 4	How do my actions affect myself and others?	What is special about me and how am I unique?	What are my hopes and dreams?	How can I look after my teeth and gums?	Which situations may cause jealousy in a relationship?	What makes people unique?
	How does my attitude and actions make a difference to our class?	What are assumptions and how can I accept people for who they are?	Why do hopes and dreams sometimes not come true and why does this hurt?	How are different friendship groups formed and how do I fit into them?	How can I identify someone I love and express why they are special to me?	How do our bodies change as we grow up?
	How do groups work together to make decisions?	How can my assumptions influence others?	How can reflecting on positive and happy experiences help me counteract disappointment?	What roles may people take on within a group and how may these change in different situations?	How do I show love and appreciation to the people and animals who are special to me?	Who can I talk to as I grow up?
	What is my school community and how can I contribute?	Why is it good to accept people for who they are?	How can I make a new plan and set new goals when I have been disappointed?	How does smoking effect people's health?	Who do I remember and know that I no longer see?	What is the circle of change?
	What is democracy?	How can I spot if someone is being bullied?				
	How does democracy and having a voice benefit the school community?	Why do witnesses sometimes join in with bullying but may not say anything? How can I help if someone is being bullied?	What steps do I need to take to achieve a goal and how to do this successfully as part of a group?	How does alcohol effect people's health?	How do friendships change and how to I make new friends when I fall out with friends?	What changes have happened and may continue to outside of my control that I learn to accept?
			How do I identify the contributions made by myself and others to the group's achievement?	How do I know when people are putting me under pressure and how can I resist?	What does it mean to have a boyfriend/girlfriend and that it is a special relationship when I am older?	What am I looking forward to when I move to my next class?

Year 5	How do I face new challenges positively and set personal goals?	How am I the same and different?	Why do I need money to achieve my goals?	Why do people feel differently about food, and what things can change how they think?	What are my characteristics and personal qualities?	How do I recognise my self-image and how does my body image fit into this?
	How can I make choices about my own behaviour and understand how rewards and consequences feel?	How can rumour-spreading and name-calling be bullying behaviours?	Why is it important to keep track of money?	How does the media effect our healthy choices?	2) What is safe and unsafe in an online community?	What changes happen to a girl's/boy's body during puberty and why is it important to look after yourself?
	How can an individual's behaviour impact on a group?	What are the differences between direct and indirect bullying?	What jobs could I do when I'm older?	What are the health risks of smoking and vaping?	3) When do I know I am spending too much time using devices?	How do I manage my emotions through puberty?
	How does democracy and having a voice benefit the school community and how can I participate?	What is meant by racism?	How do my dreams and goals differ to those in other cultures?	4) What are the risks of misusing alcohol?	4) How do I stay safe when using technology to communicate with my friends?	What am I looking forward to about becoming a teenager and what are the responsibilities?
	What are my rights and responsibilities as a member of my school?	What is similar and different with my life to other people in the developing world?	How can we support people in other cultures to achieve their dreams and goals?	What is basic emergency first aid and how do I get help in an emergency?	5) How do I recognise when an online community is unsafe for me?	What am I looking forward to when I move to year 6?
	What are my rights and responsibilities as a citizen of my country?	Which culture is different to mine and how can I show respect?	How can I encourage others to make a valuable contribution?	How do I keep myself safe in the community? (link to knife crime and anti-social behaviour)	6) How can I recognise when an online game is becoming unsafe? TBC- plan with Reece AI Groups chats Personal data Reliability SMART- see Jigsaw groups	NB: through science lessons children are taught about reproduction and life cycles and changes to humans as they develop to old age.

Year 6	What are my goals for this year?	Why does 'normal' mean different things to different people?	What are my strengths, how can I set realistic challenges?	How can I take responsibility for my own health and wellbeing?	Why is it important to take care of my mental health?	What is my self-image and how does my body image fit into this?
	How do I make good choices by thinking about what might happen next?	How can being different affect someone's life?	What learning steps do I need to take to reach my goal and what motivates me to achieve them?	How can I recognise stress and its triggers? (link to feelings scale)	How do I take care of my mental health?	Why is positive self-esteem important and what can I do to develop it?
	What are my fears and worries about the future and how do I express them?	How can one person or a group have power over another?	What are my dreams for the world?	What different types of drugs are there and what the effects on the body?	What are the different stages of grief and what are the different types of loss that can cause people to grieve?	What do I understand about myself and why is this important to help maintain positive relationships?
	How does our behaviour impact on a group?	Why do people use bullying behaviours?	How can we make the world a better place?	Why are some people exploited and made to do things that are against the law?	How do I know when people are trying to gain power or control?	How does being physically attracted to someone change the nature of the relationship and what does it mean to have a boyfriend/girlfriend?
	How does democracy and having a voice benefit the school community?	What is race and racism?	How can we make the world a better place (locally)?	Why do some people join in with gangs and what are the risks involved?	How do I know whether something online is safe or helpful for me?	What am I looking forward to and worried when with the transition from Primary to Secondary?
	How do my actions affect myself and other people locally and globally?	How can difference be a source of conflict and a cause for celebration?	What ways can I work with other people to help make the world a better place (globally)?	How do I keep myself safe in the community? (link to knife crime)	How do I use technology positively and safely to communicate with my friends and family?	How can we recognise achievement and accept praise?
	What are universal rights for all children but why are these rights not met for many children?					What changes happen to boys and girls during puberty and how do I look after myself? How does a baby develop inside the womb?

