All Saints' C. of E. Primary School

Policy Subject: Relationships, Sex and Health Education (RSHE)

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Contents

Appendices 2

Introduction 3

Aims 3

Statutory Requirements 4

Policy Development 4

Definitions 4

- **Curriculum** 5
- **Delivery** 7
- **Use of external organisations and materials** 8

Roles and Responsibilities 8

Parents' right to withdraw their children from RSHE 9

- **Training** 10
- **Monitoring arrangements** 10

Appendix A 11

Appendix B 13

Appendix C: Curriculum Map 15

Overview 16

Appendices

A: Understanding Relationships and Health Education in your child's primary school: a Guide for Parents

B: Church of England's Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)

C: Curriculum Overview

Introduction

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. [1]

At All Saints', we know that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline and developing relationships both offline and online. 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 also how to manage their academic, personal and social lives in a positive way. The coronavirus pandemic has served to underline the importance of teaching and supporting our pupils in their relationships and health development.

The focus of this curriculum is about teaching children about good physical and mental health and about respectful and healthy relationships.

At All Saints' we believe that every child is unique and special and valued by God. Our vision for our pupils is that they should have 'Confident Futures' and that they can flourish and be outstanding in everything they do. Our Core Values of Kindness, Respect and Resilience underpin all we do.

The new curriculum guidance, along with our existing PSHE curriculum, supports both our vision and that of the Church of England that:

"A good education must promote life in all its fullness"[2]

"The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity."[3]

and:

"Every person in the school community is a child of God; so at the heart of Christian distinctiveness in schools is an upholding of the worth of each person."[4]

Aims

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral and emotional development. We want to be able to provide pupils with key building blocks of being physically and mentally healthy, understanding relationships, including online contact and good digital wellbeing. More detail is given in **Section 5: Definitions**.

In our school we are building the foundations of skills and knowledge that will be developed further at secondary level.
The RSHE curriculum covers healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, how a baby is made and sexuality, all of which have been taught previously. It is not about the

[1] Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

P8
[2] Church of England Vision for Education, 2016
[3] Valuing All God's Children, Church of England, 2017
[4] Valuing All God's Children, Church of England, 2017

promotion of, or description of, sexual activity but rather age and stage appropriate preparation for adult life. Our curriculum is compliant with statutory requirements and takes into account pupils' age and stages of development.

Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must 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

At All Saints' we teach RSHE as set out in this policy.

Policy Development

This policy has been developed by staff and governors, following DofE Guidance, and advice and support from both Wandsworth and SDBE Training Opportunities. Parents have been given the opportunity to review and comment it.

All Saints' believes that it is vital to have the support of parents, carers and the wider community for our PSHE and RSHE curriculum. Parents and carers are/will be given the opportunity to find out about and discuss the curriculum with the class teacher and view all material before it is taught upon written request.

If you would like more information about statutory Relationships and Health Education, please see the government guide "Understanding Relationships and Health Education in your child's primary school: a Guide for Parents" in Appendix A.

We recognise that Relationships, Sex and Health Education is a highly sensitive subject, but we firmly believe that effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy, loving and respectful relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Definitions

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught:

- what a relationship is
- what friendship is
- what family means and who can support them
- how to treat each other with kindness, consideration and respect

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. It will cover content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- basic first aid
- health and prevention
- changing adolescent body

Relationships and Sex Education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics, such as puberty and menstruation, fall within the statutory requirements for Health Education.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages

schools to deliver age-appropriate sex education ***if*** they feel their pupils need this information:

"It will be for primary schools to determine whether they need to cover any additional content on sex

education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement…. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born".

Curriculum

At All Saints' we have been delivering components of Relationships and Health Education within our Personal, Social, Health and Economic (PSHE) curriculum for many years. We have reviewed our PSHE curriculum to make sure that our lessons meet the requirements that the government has set out for the content of Relationships and Health Education. Our previous SRE (Sex and Relationships Education) also incorporated many of the topics required by the new legislation, within a range of curriculum areas, including Science and Computing.

Our curriculum aims to:

- foster pupils' respect for themselves and others;

- promote equality and values difference;
- educate pupils about positive relationships;
- help pupils to understand how their actions can impact on their own health, wellbeing and safety, and also impact on others.

It also aims to meet the needs of all pupils, support their developing identity and prepare them for life and work in modern Britain.

As a Church of England Primary School in the Diocese of Southwark, we aim to follow the principles laid out in the Church of England's Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE). **See Appendix B**

Our RSHE curriculum aims to ensure that children are able to cherish themselves and others as unique and wonderfully made, to keep themselves safe and able to form healthy relationships. Everyone will

be treated with dignity, as Christians, believe all people are made in the image of God and loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

The curriculum aims to provide age-appropriate learning that will enable pupils to make informed decisions about their wellbeing, health and relationships and to build their ability to make effective decisions about risks, challenges and complex situations. It is a safeguarding curriculum that builds pupils' resilience, skills and the confidence to access support when needed.

We want our pupils to learn to understand and respect our common humanity, diversity and differences so that they can go to form the effective, fulfilling relationships that are an essential part of life and learning.

The curriculum therefore:

- ✓ *is based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness.*
- ✓ *is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.*
- ✓ *is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture.*
- ✓ *ensures that issues regarding human sexuality should be addressed sensitively.*
- ✓ *ensures that the exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.*

This teaching is part of our wider PSHE curriculum which aims to:

- ➢ *develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.*
- ➢ *teach children to embrace the British Values of: Democracy; The Rule of Law; Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.*
- ➢ *provide a framework in which sensitive discussions can take place.*
- ➢ *prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.*
- ➢ *help children understand different feelings and emotions and how to regulate and act on these*
- ➢ *help pupils develop feelings of self-respect, confidence and empathy.*
- ➢ *create a positive culture around issues of sexuality and relationships.*
- ➢ *teach pupils the correct vocabulary to describe themselves and their bodies.*

Appendix C below contains the Key Objectives for the RSHE Curriculum

Appendix D gives a Curriculum Overview, showing how the new requirements fit into our existing curriculum.

Delivery

RSHE is taught within the PSHE curriculum, the RE curriculum and through our Collective Worship. Biological aspects of RSHE are also taught within the science curriculum. At All Saints' PSHE is taught weekly through KAPOW scheme. RSE lessons are incorporated within the curriculum map and also delivered through the KAPOW scheme.

Aspects of PSHE will also be delivered through special theme days and weeks, e.g. Anti-Bullying Week or Mental Health Week.

Teaching and Learning

In line with our Teaching and Learning Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. Inclusivity is at the core of our curriculum. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential. Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject.

Inclusion

The RSE policy reflects and is line with the school's Equality and Diversity policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RSE strives to meet the needs of all pupils regardless of their developing sexuality and will deal honestly and sensitively with sexual orientation, answers appropriate questions and offer support.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at All Saints' and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Use of Resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and Responsibilities

The Board of Governors

The Board of Governors will approve the RSHE policy and hold the headteacher to account for its implementation.

The Headteacher

The Headteacher will take overall responsibility for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSHE

Staff

Staff are responsible for:

- ✓ Delivering RSHE in a sensitive way
- ✓ Modelling positive attitudes to RSHE
- ✓ Monitoring progress
- ✓ Responding to the needs of individual pupils
- ✓ Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSHE, while referring them to the headteacher

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the unit of work so that teachers, support staff and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Teachers and support staff will use their professional skill and discretion before answering questions and, if necessary, will deal with questions on an individual basis after the lesson. Where a pupil's questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers and support staff recognise that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue, which will be dealt with in line with the protocol and procedures for any safeguarding disclosure.

The usual standards of confidentiality between child and member of staff will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Lead should be informed. No adult should ever promise confidentiality to a child, as per the school's Safeguarding Policy.

Parents' right to withdraw their children from RSHE

Parents do not have the right to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty) as it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. Requests for withdrawal should be put in writing addressed to the Head Teacher, who will arrange a time to discuss your request. Where pupils are withdrawn from sex education, we will document the

process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

The science curriculum in all maintained schools also includes content on human development, including reproduction, from which there is no right to withdraw.

Training

Staff are kept informed of developments in key aspects of RSHE, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings and INSET days. The delivery of the RSHE curriculum will be supported by the involvement of external agencies, including the School Nursing Service and other professionals.

Monitoring arrangements

We ensure that all pupils have equal access to the RSHE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. Class teachers assess pupils' understanding and progress through formative and summative processes. These may include pre- and post-topic mind maps, drawings, task outcomes, questioning and observation. At the end of the year each year group reviews the RSHE programme they have implemented and pass on any comments to the RSHE lead as part of their monitoring cycle. The RSHE policy is regularly reviewed, taking into account feedback (as appropriate) from staff, pupils and parents. The relevant Governors then consider any consequent proposed amendments to the policy before amendments are made.

The delivery of RSHE is monitored by Amelia Le May, the Subject Lead for PSHE, through learning walks, planning and book assessments, monitoring progress of pupils and staff.

Appendix A

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.





Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Department for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

Appendix B

THE CHURCH OF ENGLAND EDUCATION OFFICE

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)[5]

At *All Saints' CE Primary School* we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education, collectively known as Relationships, Sex and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers**. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. **That RSHE will be delivered professionally and as an identifiable part of PSHE**. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the school's published policy for RSHE.

3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act[6] and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms**. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and

[5] RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

[6] The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development**. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights**. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Appendix C: Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?

Overview

EYFS

Autumn 1	Self-regulation: My feelings Recognising and describing different feelings, and learning strategies to regulate and feel calm.	**Autumn 2**	Building relationships: Special relationships Exploring the people who are special to us, developing skills for sharing and taking turns, and celebrating our individual interests and differences.
Spring 1	Managing self: Taking on challenges Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.	**Spring 2**	Self-regulation: Listening and following instructions Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.
Summer 1	Building relationships: My family and friends Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.	**Summer 2**	Managing self: My wellbeing Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.

Year 1

Autumn 1	My healthy self: How can we look after our emotions? Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.	**Autumn 2**	Connecting with others: How can I help myself and others feel happy and safe? Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.
Spring 1	The online world: How do we spend time online? 6 lessons Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.	**Spring 2**	Citizenship: How can I help others and the environment? Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.
Summer 1	Health protection: How can I protect myself and others in daily life? Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency.	**Summer 2**	Staying safe: How can I stay safe? Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.

Year 2

Autumn 1	My healthy self: How can we look after our bodies? Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.	**Autumn 2**	Connecting with others: How can I build safe, kind and caring relationships with others? Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.
Spring 1	The online world: How can we stay safe online? Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help.	**Spring 2**	Citizenship: How do people belong to a community and earn money? Exploring communities, belonging and money through learning about the groups people belong to, the jobs people do and where money comes from.
Summer 1	Growing up: How can we look after and respect our bodies as we grow? 6 lessons Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.	**Summer 2**	Staying safe: How can I make safe choices in different places? Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practice saying no and learn how and when to seek help from a trusted adult.

Year 3

Autumn 1	My healthy self: How can I take care of my mind and body? Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.	**Autumn 2**	Connecting with others: What helps us feel safe and included? Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.
Spring 1	The online world: How should we communicate online? Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.	**Spring 2**	Citizenship: What rights and responsibilities do we have? Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet their communities' needs.
Summer 1	Health protection: How can we prevent illness and injury and respond if they happen? Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999.	**Summer 2**	Citizenship: What careers do people choose and why? Learning about the world of work by exploring different jobs and career routes, what can influence career choices and how strengths and skills can be useful across different roles. Pupils develop an understanding of gender stereotypes and how they can be challenged, while considering why people may change careers and how existing skills and experience can support new opportunities.

Year 4

Autumn 1	My healthy self: How can I make healthy choices? Understanding how healthy choices, including exercise, nutrition and hydration, support physical and mental wellbeing. Pupils identify strategies for developing a growth mindset and consider how kindness and helping others can positively affect their own wellbeing and that of others.	**Autumn 2**	Connecting with others: How can we respect each other? Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.
Spring 1	The online world: How can we decide what to trust online? Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.	**Spring 2**	Citizenship: How can I spend money responsibly? Learning about managing money by examining the different ways people pay for things, including cash and bank cards. Pupils develop an understanding of budgeting, value for money and responsible financial decision-making, while considering how money can influence people's feelings and choices.
Summer 1	Growing up: How will my body and emotions change as I grow up? Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.	**Summer 2**	Staying safe: What signs help me recognise what is safe or unsafe? Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.

Autumn 1	My healthy self: How can I support my mind and body as I grow? Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.	**Autumn 2**	Connecting with others: Why are healthy relationships important? Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.
Spring 1	The online world: How am I influenced by what I see online? Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.	**Spring 2**	Citizenship: How can we make a difference in our communities and beyond? Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.
Summer 1	Growing up: How can I manage the changes to my body and emotions as I grow up? Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.	**Summer 2**	Citizenship: How can we be in control of our money? Building financial awareness by distinguishing between needs and wants, creating budgets and understanding borrowing and lending. Pupils consider the risks of spending money online, learn how to keep money safe and recognise the risks associated with gambling.

Year 6

Autumn 1	My healthy self: How do my choices today shape my future health? Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.	**Autumn 2**	Connecting with others: What does it mean to stand up for myself and others? 6 Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.
Spring 1	The online world: How do I feel about the things I see online? Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour.	**Spring 2**	Citizenship: How can we protect everyone's rights? Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.
Summer 1	Staying safe: How can I stay safe as I grow up? Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.	**Summer 2**	Sex education: How do people become parents and carers? Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.