DRAYTON GREEN PRIMARY SCHOOL

Relationships, Sex and Health Education (RSHE) Policy

Last reviewed on:	September 2026
Next review due by:	July 2027

Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- 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 pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies
- RSHE meets the school's values of mutual respect and tolerance, specifically regarding consent and choice

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 Drayton Green Primary School, we teach RSHE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy, with the opportunity to ask questions.

4. Mental wellbeing
5. Internet safety and harms
6. Physical health and fitness
7. Healthy eating
8. Drugs, alcohol and tobacco
9. Health and prevention
10. Basic first aid
11. Changing adolescent body
12. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition of Relationships, Sex and Health Education

Relationships, Sex and Health Education (RSHE) is learning about the emotional, social and physical aspects of growing up, relationships, healthy lifestyles, diversity and personal identity. When we use the term 'relationships' in this policy we refer to both online and offline relationships. It involves a combination of sharing information and exploring issues and values. Some aspects are taught in science, and others are taught as part of Wellbeing. This policy should be read in conjunction with our Safeguarding and Child Protection Policy.

Relationships Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children. Relationships Education contributes to the foundation of PSHE and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

The Department of Health set out its ambition for all children and young people to receive high-quality relationship and sex education in its statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This Policy also reflects guidance given under the Children and Social Work Act 2017.

Definition

For the purpose of this policy:

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
    - Have respect for others
    - Know how to keep themselves safe
    - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

At Drayton Green Primary School, we aim to develop confidence in talking, listening and thinking about feelings and relationships by:

- Teaching pupils the correct vocabulary to describe themselves and their bodies;
- Be prepared for puberty and understand the basic changes that happen during puberty;
- Understand how to keep their bodies healthy and clean;
- Understand how to keep themselves and their bodies safe;
- Help pupils develop feeling of self-respect, confidence and empathy;
- Help pupils recognise healthy friendships;
- Provide a framework in which sensitive discussions can take place;
- Foster respect for the views of other people

Drayton Green Primary believes that RSHE should meet the needs of all pupils. Our school is committed to the provision of RSHE to all pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships Education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEND) are given extra support especially with particular aspects of the curriculum.

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged. Some lessons for certain topics may be taught with boys and girls separately; however, wherever possible children will be taught in mixed classes for all topics.

Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

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. 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. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request. A broad outline is set out below.

Curriculum Content

All schools across the Excellence in Education Federation use the ELP RHE policy as developed by Ealing LA.

EYFS/Key Stage 1

- Who am I? Who is there to help me? What is a good friend?
- What things make us healthy and what things might harm our bodies?
- What is good touch and bad touch? What is personal safety? How does being safe make me feel?

Key Stage 2

- How do we make our relationships safe and fair?
- Why are respectful relationships important? What are the consequences of unhealthy and unfair relationships?
- How can I maintain healthy relationships?
- What things make us healthy and what things might harm our bodies?
- How are our physical health and mental health connected?
- What can I expect during puberty? How is my body preparing for adulthood?
- How do relationships change as we grow up?
- To understand the human life cycle from conception to old age
- To understand human reproduction (how a baby is made and how it grows)

The curriculum is a graduated, age appropriate programme which will be delivered by the school staff with support and advice from health professionals. Parents will be informed of when lessons on puberty and human reproduction will take place and the resources and teaching materials to be used will be shared with parents. The changing adolescent body (puberty) is covered in years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum Sex education is covered in year 6 only. These lessons will focus on preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

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

Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum, although there is some overlap with the science curriculum.

The school will make sure that:

- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind,

caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will cover:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Primary sex education taught in year 6 will be taught in line with the National Curriculum for science, and focus on:

- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Discussions

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.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about our RSHE curriculum, see Appendices 1 and 2.

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.

RSHE at Drayton Green has three main elements:

Attitudes and Values

• Learning about the values of family life and stable relationships.
• Learning the value of respect, love and care.
• Exploring, considering and understanding moral dilemmas.
• Developing critical thinking as part of decision making.
• Learning the importance of values, individual conscience and moral choices.
• Challenging myths, misconceptions and false assumptions about 'normal' behaviour.

Personal and Social Skills

• Learning to manage emotions and relationships confidently and sensitively.
• Developing self-respect and empathy for others.
• Learning to make choices based on the understanding of differences and with the absence of prejudice.
• Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions and to manage conflict.
• Empowering pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Knowledge and Understanding

• Information about healthier, safer lifestyles
• Understanding the importance of appropriate, respectful and consensual relationships
• Learning and understanding physical development at appropriate stages.
• Understanding human emotions, relationships, reproduction and sexuality.
• Learning about and understanding the importance of staying safe online and of developing healthy, consensual online relationships

Assessment, Reporting and Recording Monitoring arrangements

Teachers assess progress and understanding in sex and relationships education through pupil discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the records of overall progress in PSHE. The delivery of RSHE is monitored by the senior staff through:

• Work scrutiny
• Regular key stage meetings
• Meeting with individual teachers delivering the programme
• Pupil Surveys

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences

- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

The use of resources is limited within the RHE curriculum. Resources used are an extension of the taught content, for example diagrams or word lists.

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use. We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request. Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

Equal opportunities

The provision of RSHE complies with relevant requirements of The Equality Act 2010. All pupils aged three and above are entitled to RSHE regardless of ability, gender, race, or religious belief. It is our intention for pupils to have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development, with differentiated provision if required. We will provide equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The relevant protected characteristics are: sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment and age.

Boys and girls will be taught the same curriculum content in their normal (mixed gender) classes by their class teacher. This is to underpin the fact that there is nothing secret or 'rude' about the content being discussed and there is an expectation that pupils understand about the changes/body parts of both genders.

However, it is recognized that in years 4, 5 and 6, girls may wish to discuss puberty and menstruation in a single gender setting. With this in mind, girls in these three year groups will have one (1) extra lesson with a female member of staff – ideally classteachers) where they are able to ask questions and discuss practicalities and potential concerns regarding female puberty.

Use of external organisations and curriculum materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Are accessible for all pupils, including those with SEND
    - Are sensitive to pupils' needs
    - 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 and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people

- Make sure the visitor understands and agrees in advance:
    - How confidentiality will work in any lesson
    - How safeguarding reports should be dealt with, in line with our school policies
- 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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

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
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

Roles and responsibilities

The Governing Body

The governing body will hold the Executive headteacher to account for the implementation of this policy. The governing body has delegated the approval of this policy to the SLT.

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes • teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

The Executive headteacher

The Executive headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory or non-science components of RSHE.

Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL), Chris Hammond or the DDSLs, Ellen Howard or Rachel Stack.

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.

Safeguarding and Child protection

A member of staff cannot promise confidentiality. In line with the school's Child Protection and Safeguarding Policy, if a pupil makes a disclosure, the staff member will immediately inform the Designated Safeguarding Lead (DSL). If a pupil makes a disclosure to an external visitor, they must follow the school's Child Protection and Safeguarding Policy.

Pupils

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

Partnership with Parents

The school views parents as partners in the delivery of RSHE. Parents will be informed about the RSHE programme at least annually, as part of information provided on what their children will be learning. The school aims to work in partnership with parents when planning and delivering RSHE

The school will liaise with parents through:

- RSHE workshops online shared on website
- Newsletters
- School website
- Meetings and workshops

The school encourages parents to discuss RSHE with the headteacher or the child's class teacher; this policy will be available on the school website for parents

Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education.

Parents/carers have the right to withdraw their child from the non-statutory or non-science components of sex education within RSHE. The Executive headteacher will grant all requests to withdraw a pupil from the non-statutory/non-science parts of sex education.

Requests for withdrawal should be put in writing and addressed to the Executive headteacher, who will meet with the parents to discuss their request.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

Training

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.

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSHE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

The following are protocols teachers follow for discussion:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions

Monitoring arrangements

The delivery of RSHE is monitored by the SLT through planning scrutinies and pupil voice.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Executive headteacher and SLT on an annual basis. At every review, the policy will be approved by SLT, which the Governing Body have delegated responsibility to.

Relationships Education is also assessed and evaluated by using the Ealing PSHE scheme of work.

APPENDIX 1: Curriculum coverage – science, relationships education and health education

First year the objective is covered (may still be covered in subsequent years):

Relationships Education (Statutory)	**Sex Education**	**Science (Statutory)**	**Health education (Statutory)**
Families and people who care for me ○ that families are important for children growing up **because they can give love, security and stability**. ○ the characteristics of **healthy family life**, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. ○ that others' families, either in school or in the wider world, **sometimes look different from their family**, but that they should **respect** those differences and know that other children's families are also characterised by love and care ○ that **stable, caring relationships, which may be of different types, are at the heart of happy families,** and are important for children's security as they grow up. ○ that marriage represents a formal and **legally recognised commitment of two people** to each other which is intended to be lifelong.	○ questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. ○ Sexual reproduction in humans ○ Reproductive cycle in humans	Key Stage 1: ○ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ○ notice that animals, including humans, have offspring which grow into adults Key Stage 2: ○ describe the changes as humans develop to old age ○ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	**Mental wellbeing** ○ that mental wellbeing is a **normal part of daily life**, in the same way as physical health. ○ that there is a **normal range of emotions** (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations ○ how to **recognise and talk about their emotions**, including having a varied vocabulary of words to use when talking about their own and others' feelings. ○ how to judge whether what they are **feeling** and how they are behaving is **appropriate and proportionate**. ○ the **benefits of physical exercise**, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ○ **simple self-care techniques**, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ○ **isolation and loneliness** can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ○ that **bullying** (including cyberbullying) has a **negative** and often lasting impact on mental wellbeing.

Relationships Education (Statutory)	Sex Education	Science (Statutory)	Health education (Statutory)
○ how to recognise if family relationships are **making them feel unhappy or unsafe**, and how to seek help or advice from others if needed.			○ **where and how to seek support** (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ○ **it is common for people to experience mental ill health**. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Caring friendships ○ how important friendships are in **making us feel happy and secure**, and **how people choose and make friend**s. ○ the **characteristics of friendships**, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ○ that healthy friendships are **positive and welcoming towards others**, and do not make others feel lonely or excluded. ○ that most **friendships have ups and downs,** and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.			**Internet safety and harms** ○ that for most people the internet is an integral part of life and has **many benefits**. ○ about the benefits of rationing time spent online, the **risks** of **excessive** time spent on electronic devices and the **impact of positive and negative content online** on their own and others' mental and physical wellbeing. ○ how to consider the effect of their online actions on others and know how to recognise and **display respectful behaviour online** and the importance of keeping personal information private. ○ why social media, some computer games and online gaming, for example, **are age restricted**. ○ that the internet can also be a **negative place** where online **abuse**, **trolling**, **bullying** and **harassment** can take place, which can have a negative impact on mental health. ○ how to be a **discerning consumer of information online** including understanding that information,

Relationships Education (Statutory)	Sex Education	Science (Statutory)	Health education (Statutory)
○ **how to recognise who to trust and who not to trust**, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.			including that from search engines, is ranked, selected and targeted. ○ **where and how to report concerns** and get support with issues online.
Respectful relationships ○ **the importance of respecting others, even when they are very different from them** (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ○ practical steps they can take in a range of different contexts to **improve or support respectful relationships.** ○ the conventions **of courtesy and manners.** ○ the importance **of self-respect** and how this links to their own **happiness**. ○ that in school and in wider society they can **expect to be treated with respect** by others, and that in turn they **should show due respect to others**, including those in positions of authority ○ about **different types of bullying** (including cyberbullying), the impact of bullying, responsibilities of			**Physical health and fitness** ○ the characteristics and **mental and physical benefits** of an active lifestyle. ○ the importance of **building regular exercise into daily and weekly routines** and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ○ the **risks associated with an inactive lifestyle** (including obesity). ○ **how and when to seek suppor**t including which adults to speak to in school if they are worried about their health.

Relationships Education (Statutory)	Sex Education	Science (Statutory)	Health education (Statutory)
bystanders (primarily reporting bullying to an adult) and how to get help. ○ what a **stereotype is**, and how stereotypes can be unfair, negative or destructive. ○ the importance of **permission-seeking** and giving in relationships with friends, peers and adults.			
Online relationships ○ that people sometimes **behave differently online**, including by pretending to be someone they are not. ○ that the **same principles apply to online relationships as to face-to-face relationships,** including the importance of respect for others online including when we are anonymous. ○ the rules and principles for **keeping safe online,** how to recognise risks, harmful content and contact, and how to report them. ○ how to **critically consider** their online friendships and sources of information including awareness of the risks associated with people they have never met. ○ how **information and data is shared** and used online.			**Healthy eating** ○ what constitutes a **healthy diet** (including understanding calories and other nutritional content). ○ the principles of **planning and preparing a range of healthy meals.** ○ the characteristics of a **poor diet** and **risks** associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Relationships Education (Statutory)	**Sex Education**	**Science (Statutory)**	**Health education (Statutory)**
Being safe ○ what sorts of **boundaries** are appropriate in friendships with peers and others (including in a digital context). ○ about the concept of **privacy** and the implications of it for both children and adults; including **that it is not always right to keep secrets if they relate to being safe.** ○ that **each person's body belongs to them**, and the differences between **appropriate and inappropriate or unsafe physical, and other, contact**. ○ how to respond **safely and appropriately to adults** they may encounter (in all contexts, including online) whom they do not know. ○ **how to recognise and report feelings of being unsafe** or feeling bad about any adult. ○ how to **ask for advice** or help for themselves or others, and to keep trying until they are heard. ○ how to **report concerns** or abuse, and the vocabulary and confidence needed to do so. ○ **where to get advice** e.g. family, school and/or other sources.			**Drugs, alcohol and tobacco** ○ the facts **about legal and illegal harmful** substances and associated risks, including **smoking**, **alcohol use and drug-taking**.
			Health and prevention

Relationships Education (Statutory)	Sex Education	Science (Statutory)	Health education (Statutory)
			○ how to recognise **early signs of physical illness**, such as weight loss, or unexplained changes to the body. ○ about **safe and unsafe exposure to the sun**, and how to reduce the risk of sun damage, including skin cancer. ○ the importance of sufficient **good quality sleep** for good health and that a lack of sleep can affect weight, mood and ability to learn. ○ about **dental health** and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ○ about **personal hygiene and germs** including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ○ the facts and science relating to **allergies, immunisation and vaccination**.
			Basic first aid ○ how to make a clear and **efficient call to emergency services** if necessary. ○ concepts of basic **first-aid,** for example dealing with common injuries, including head injuries.
			Changing adolescent body ○ key facts about **puberty and the changing adolescent body**, particularly from age 9 through to age 11, including **physical and emotional changes.** ○ about **menstrual wellbein**g including the key facts about the **menstrual cycle**.

APPENDIX 2: Curriculum map

Termly Overview- Summer 1: Relationships and Health Education								
	Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Termly Learning Question	**LITWW Topic: How do I stay safe in different places? Part 2**	**How can I keep myself safe?**	**What is personal safety?**	**How does being safe make me feel?**	**How do I keep my body safe?**	**What changes happen as I grow up?**	**What can I expect during puberty?**	**How is my body preparing for adulthood?**
Lesson 1	What is road safety?	What is the PANTs rule?	What is personal hygiene?	What happens when I sleep?	What are allergies?	What is a healthy brain?	What helps our bodies and what harms our body? Medicines vs Drugs	What choices are there around substances as I grow up?
Lesson 2	What things keep me safe outdoors?	What is a good or bad touch?	How do I keep safe at home?	How can being online affect my health?	How do I manage other types of health issues?	What is the life cycle and how do we change?	What are hormones?	What is mental illness and addiction?
Lesson 3	How do I stay safe online?	How can I keep myself safe with my friends?	How do we keep safe outdoors?	What things do we need to make time for?	What body parts belong to me?	What physical changes happen as we grow up?	What physical changes happen in puberty?	Why does the body change during puberty?
Lesson 4	How do we look after the planet?	How can I keep myself safe around medicines?	What is the PANTs rule?	What body parts belong to me?	How do I keep my body private? (PANTS)	What is the menstrual cycle?	What emotional and social changes happen during puberty?	How does our body change for reproduction? (S.E)
Lesson 5	What is charity?	How can I keep safe on the road?	What are different types of touch? Kind and Unkind, Safe and Unsafe	How do different types of touch make me feel?	How do different cultures celebrate growing up?	What is gender equality? Period Poverty Campaign	What happens after adolescence?	How do we stay healthy as we age? (Dementia)
			Who keeps me safe?	What's the difference between risks, unsafe events and emergencies?				