

Relationships, Sex and Health Education (RSHE) Policy for St. Margaret's Primary School, Withern



Loving to learn; learning with love

Formally adopted by the Governing Body of St Margaret's C.E. Primary School, Withern		
on	Who	Date adopted
Chair of Governors	Sarah Kennett	January 2026
Completed by	Natalie Chivers	October 2025
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Introduction

At St Margaret's C.E. Primary School, we understand the importance of Relationship Sex and Health Education (RSHE) in equipping young people with the knowledge and skills to make responsible and well -informed decisions in their lives. The teaching of RSHE can help us to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the Spiritual, Moral, Social and Cultural (SMSC), mental and physical development of pupils at school and in the wider society. We have an obligation to provide pupils with high quality, evidence based and age-appropriate teaching of these subjects.

Our PSHE (personal, social, health and economic education) programme promotes the spiritual, moral, cultural, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of modern life. We follow the PSHE Association's Primary Programme of Study, which is recommended by the Department for Education. Our programme of study not only reflects the specific needs of the pupils but it also reflects the universal needs shared by all pupils. Within PSHE, RSHE (relationships, sex and health education) will also be taught. RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identity.

This policy outlines the purpose, nature and management of relationships and sex education at St Margaret's C.E. Primary school and has been developed in consultation with all stakeholders, including Governors, staff, pupils and parents/carers.

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1. RSHE Definition

All Church of England and Methodist schools within the Diocese of Lincoln are statutorily required to teach Relationships Education, Relationships and Sex Education and Health Education. Within the context of Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), RSHE enables pupils to flourish and gain every opportunity to live fulfilled lives.

RSHE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within the context of a Christian vision for the purpose of life. Through RSHE in church schools, pupils will have the chance to learn about how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships, relationships and partnerships with peers and adults.

Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction. Parents/guardians do not have the right to withdraw from this aspect of the curriculum.

At St Margaret's C.E. Primary, we have decided that it is important to include sexual intercourse and the conception and birth of a baby to protect and prepare the children in our community. Parents/carers do have the right to excuse their children from this aspect of Sex Education (see point 14 below for more information).

2. Intent/Aims

At our school, the aim of both PSHE and RSHE is to provide pupils with:

- The qualities and attributes needed in order to thrive as individuals, members of a family and as members of society, both now and in the future;
- To teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults
- Strategies to manage issues that they may face in such rapidly changing and challenging times;
- Opportunities to develop positive personal attributes such as resilience, empathy, self-confidence, self-respect and self-growth;
- Opportunities to explore, clarify and, if necessary, challenge their own and others' values and beliefs;



- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse, multicultural society;
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives;
- A framework in which sensitive discussions can take place;
- An opportunity to prepare for puberty and give them an understanding of sexual development and the importance of health and hygiene;
- The correct vocabulary to describe themselves and their bodies.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the appropriate safeguarding policies.

3. Statutory Requirements

From April 2021, in accordance with section 34 of the Children and Social Work Act 2017, relationship, sex and health education must be provided to all pupils. As a PSHE programme is already delivered across the school, this has been adjusted to meet the expectations of RSHE as specified by the Department of Education (see Appendices 1 and 2). The majority of relationship, health and sex education will be taught as part of the wider PSHE curriculum; however, there may be times when stand-alone sessions will be required.

As a primary school, we are not required to provide sex education other than the aspects mentioned within the programmes of study for science (see appendix 3); however, as part of their RSHE education, some additional, non-statutory content may be taught, which parents will have the right to withdraw from.

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' in July 2025 (Revised guidance for 2026)
- Equality Act 2010
- DfE (2013) 'Science programmes of study: key stages 1 and 2
- Keeping children safe in education – Statutory safeguarding guidance (2016)

4. Policy development

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

4.1. Review – the PSHE/RSHE lead pulled together all relevant information including relevant national and local guidance.

4.2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations.

4.3. Parent/stakeholder consultation – parents and any interested parties will be invited to complete a survey regarding the new RSHE curriculum.



Parents will be informed about the policy through school newsletters and the school website. We are committed to working with parents and carers by offering parents the opportunity to view and feedback on the policy. We will notify parents by letter when Relationships and Sex education will be taught.

4.4. Pupil consultation through a survey – we will investigate what exactly pupils want from their RSHE.

4.5. Ratification – once amendments are made, the policy will be shared with governors and ratified.

5. PSHE/RSHE implementation

At St Margaret's C.E. Primary School, the heart of the PSHE and RSHE curriculum are four core themes: health and wellbeing, relationships, living in the wider world and healthy eating. Teaching builds throughout the primary phase according to the age and needs of the pupils. (See Appendix 6 for long term outline and objective breakdown).

At our school, we believe that it is vital to allow for a spiral programme of learning where prior learning is revisited, reinforced and extended in age-appropriate contexts. We also believe that it is important for children to make links between different areas of the PSHE and RSHE curriculum in order to fully equip and prepare them for their future. Where needed, the topics will be taught within context to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parents, LGBT parents, families headed by grandparents, adoptive parents, foster parent/carers) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

To support our teaching of the RSHE curriculum, we will be using Medway Public health resources accredited by the PSHE Association.

6. Organisation/delivery

PSHE and RSHE will be delivered in a variety of ways and across a range of curriculum areas. Each class will have dedicated curriculum time in which PSHE and RSHE will be taught, using the long-term plan and scheme of work developed from the PSHE Association's Primary Toolkit. Staff may also draw upon resources from different sources in order to support the teaching and learning of PSHE and RSHE.

While dedicated PSHE and RSHE time is provided each week, it is also important to note that content may also be covered in other areas of the curriculum, such as: science, religious education, computer science and PE.

Furthermore, PSHE and RSHE will also be developed through whole-school activities and events. Examples include:

- The school council /church school council
- Anti-bullying week
- Children's Mental Health week



- Additional themed days/weeks
- Reflection time - Window, mirrors and doors opportunities
- Themed assemblies
- After school clubs
- Visiting speakers
- Residential visit in Y6

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

7. Foundation stage

In the Foundation Stage, PSHE is taught as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development.

This is also supported through other areas of learning such as Physical, Knowledge and Understanding and Communication, Language and Literacy. (For EYFS Ages and Stages See Appendix 4).

8. Teaching PSHE and RSHE to children with special needs

All pupils, regardless of their needs, must be part of PSHE and RSHE as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children. When teaching PSHE and RSHE we will consider Education Health and Care Plans (EHCP) and other individual targets set for pupils. For those children who are working well above age-related expectations, we will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their skills in different ways. The subject lead, together with class teachers will highlight children who are not able to access the PSHE/RSHE curriculum within class and an alternative SEND curriculum may be implemented through the use of intervention and 1:1 support.

9. Equality and Diversity

At our school, RSHE, health education and relationship education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our provision, in accordance with the Equality Act 2010.



10. Safeguarding

There will always be sensitive or controversial issues discussed in RSHE. Children will need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Where a teacher has any concerns, they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

11. Assessment and recording

At our school, the children will be assessed in a variety of different ways. Pupils have a book or folder in which some work will be recorded over the course of the year; however, it is important to note that PSHE and RSHE are inextricably linked with everyday life so there will also be many informal opportunities to make assessments. In addition, given the nature of the subject, a substantial amount of learning will happen through talking, discussions, role play, drama, group work, assemblies and reflection time etc.

There will be two broad areas for assessment. One being the skills and knowledge that the children gain and what they are able to share about topics that they have learned about. The other area of assessment will focus on personal development and how these skills are developing.

12. Roles and responsibilities

The governing board is responsible for:

The Governing Board will approve the PSHE and RSHE policy, and hold the Headteacher to account for its implementation.

- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.

The role of the Head Teacher

The Head teacher is responsible for the overall implementation of this policy

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Informing parents and staff about the school's RSHE policy.
- Encouraging parents to be involved in consultations regarding the school's RSHE curriculum
- Ensuring this policy is implemented effectively.



- Ensuring that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Ensuring this policy is monitored on a regular basis and reports are made to governors on the effectiveness of the policy.

The role of the Curriculum Leader

- Overseeing the delivery of RSHE.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE as part of the careers and personal development curriculum, providing support to staff where necessary.
- Ensuring the continuity and progression between each class.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSHE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the stakeholders
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE programme.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.

The responsibility of the Class Teacher

- Acting in accordance with, and promoting, this policy
- Delivering RSHE in a sensitive way and that is of a high-quality and appropriate for each class.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSHE.
- Liaising with the SENDCO about identifying and responding to the individual needs of pupils with SEND.
- Monitoring pupil progress in RSHE.
- Reporting any concerns regarding the teaching of RSHE education to the curriculum lead or Headteacher.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the Designated Safeguarding Lead.



- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.

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.

The Pupils

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

13. Safe and effective practice

At St Margaret's CE primary school we establish and ensure a safe learning environment in PSHE/RSHE by teachers and pupils agreeing to set ground rules. These ground rules start by clearly outlining the expectations for respectful discussion. The ground rules are used in each class so children are accustomed to them, especially once they get to the older years.

Our ground rules are

- Listen to and respect everyone.
- Keep the conversation in the room.
- Use language that won't upset other people.
- Use the correct words and if we don't know them, we'll ask.
- Comment on what was said, not the person who said it.
- Have the right to pass if we don't want to speak.
- We won't put anyone on the spot.
- We won't use names or share our own or our friends' personal experiences.

Pupils are able to ask questions anonymously by using the 'ASK IT BASKET' boxes located in classrooms. This allows time to review questions and formulate a thoughtful, appropriate answer for the next lesson. Pupils are also aware of adults that they can approach for any sensitive issues that they may need support with. All staff teaching RSHE will be supported by the PSHE lead and Headteacher.

During the lesson, should questions arise from the topic, teachers will use techniques to help them remain professional at all times, e.g. signposting 'ASK IT BASKET' or using distancing techniques. Teachers don't have to answer everything immediately and will approach the situation with sensitivity and care.

If a pupil's question goes beyond the sex education covered by the school, or relates to sex education from which they have been withdrawn, the teacher will seek advice from PSHE/RSHE Lead or Headteacher, who will then either signpost to parent or upon agreement answer privately. Should a question arise which raises any safeguarding concerns, schools' child protection policy will be followed.



14. Right to Withdraw

Parents do not have the right to withdraw their child from Relationship Education, Health Education or the statutory science content set out in the National Curriculum (as specified in appendices 1,2 and 3). However, parents do have the right to withdraw their children from Sex Education beyond that which is covered in the National Curriculum for Science as outlined in Appendix 3. Specifically, this relates to the following areas taught in Class 4:

- about the reproductive organs and process - how babies are conceived and born and how they need to be cared for
- that there are ways to prevent a baby being made

Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the Headteacher.

Alternative work will be given to those pupils who are withdrawn from Sex Education lessons.

15. Monitoring and review

The RSHE lead and Headteacher are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of PSHE and RSHE, by giving them information about current developments in the subject. The policy was written in the 2025/2026 academic year and it is up-to-date with current guidance from the Government and DfE.



Appendix 1 – Relationships education content. What pupils should know by the end of primary school.

Families and people who care for me

Pupils should know:

- 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
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed



Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online



Being safe

Pupils should know:

- 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, for example family, school or other sources



Appendix 2 – Health education content. What pupils should know by the end of primary school.

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Pupils should know:

- 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, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking



Health and prevention

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle



Appendix 3 – Statutory Science content by Year Group

Year 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.
Year 2	Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Year 3	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Year 4	Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.
Year 5	Describe the changes as humans develop to old age.
Year 6	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported.



Appendix 4 EYFS Statutory Framework

Communication and language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains



Appendix 5 Sex Education - Right to withdraw

To be completed by parents			
Name of Child		Class	
Name of Parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent Signature			

Please return to the Headteacher.

TO BE COMPLETED BY THE SCHOOL
Agreed actions from discussion with parents



Appendix 6 KS1 & 2 PSHE Long-term overview - Question based Model

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	EYFS	All About Me	Heroes and Helpers	Globe Trotters	Nature Detectives	Food and Farming	At the Seaside
A	Class 1 (Y1)	All About Me What is the same and different about us?	Safety Who helps to keep us safe?	Money What can we do with money?	Staying Healthy What helps us stay healthy?	Staying Healthy Healthy eating 1	Caring for the World How can we look after each other and the world?
A	Class 2 (Y2&3)	Healthy Eating 2	What is bullying? What makes a good friend?	Why should we eat well and look after our teeth? What can help us grow and stay healthy?	Who is special to us?	What jobs do people do?	What keeps us safe?
B		How can we be a good friend?	What helps us to stay safe?	What are families like?	Why should we keep active and sleep well?	What makes a community?	How do we recognise our feelings?
A	Class 3 (Y4&5)	Healthy Eating 3	How do we treat each other with respect?	How can we manage our feelings?	What jobs would we like?	How can we manage risk in different places?	What makes up a person's identity?
B		What decisions can people make with money?	How can friends communicate safely?	How can we keep healthy as we grow?		How can our choices make a difference to others and the environment?	What strengths, skills and interests do we have?
A	Class 4 (Y6)	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?	How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

NB: Year 4: How will we grow and change is taught through Y5 Science: Animals including humans, puberty unit.

PSHE Teaching in our Mixed Age Classes

Explanation of the shading used:

	Health education
	Economic education
	Relationships education
	Healthy Eating



Year 1

All about me

- what they like/dislike and are good at
- what makes them special and how everyone has different strengths
- how their personal features or qualities are unique to them
- how they are similar or different to others, and what they have in common
- to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private

Safety

- that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people
- who can help them in different places and situations; how to attract someone's attention or ask for help; what to say
- how to respond safely to adults they don't know
- what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard
- how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say

Money

- what money is - that money comes in different forms
- how money is obtained (e.g. earned, won, borrowed, presents)
- how people make choices about what to do with money, including spending and saving
- the difference between needs and wants - that people may not always be able to have the things they want
- how to keep money safe and the different ways of doing this

What helps us stay healthy

- what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)
- that things people put into or onto their bodies can affect how they feel
- how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy
- why hygiene is important and how simple hygiene routines can stop germs from being passed on
- what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing

Staying Healthy (Healthy Eating 1)

- food and water are a basic requirement for life;
- people choose different types of food for different reasons;
- a variety of food and drinks are needed for health, as depicted by the Eatwell Guide;
- being active is important for health.



Caring for the world

- how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively
- the responsibilities they have in and out of the classroom
- how people and animals need to be looked after and cared for
- what can harm the local and global environment; how they and others can help care for it
- how people grow and change and how people's needs change as they grow from young to old
- how to manage change when moving to a new class/year group

Class 2 (Rotation A)

Healthy Eating 2

- Food and water are a basic requirement for life;
- people choose different types of food for different reasons;
- a variety of food and drinks are needed for health, as depicted by the Eatwell Guide;
- being active is important for health.

What is bullying? What makes a good friend?

- how words and actions can affect how people feel
- how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe
- why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable
- how to respond if this happens in different situations
- how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
- how to make friends with others
- how to recognise when they feel lonely and what they could do about it
- how people behave when they are being friendly and what makes a good friend
- how to resolve arguments that can occur in friendships
- how to ask for help if a friendship is making them unhappy

Why should we eat well and look after our teeth? What can help us grow and stay healthy?

- how to eat a healthy diet and the benefits of nutritionally rich foods
- how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist
- how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health
- how people make choices about what to eat and drink, including who or what influences these



- how, when and where to ask for advice and help about healthy eating and dental care
- that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest
- that eating and drinking too much sugar can affect their health, including dental health
- how to be physically active and how much rest and sleep they should have everyday
- that there are different ways to learn and play; how to know when to take a break from screen-time
- how sunshine helps bodies to grow and how to keep safe and well in the sun

Who is special to us?

- that family is one of the groups they belong to, as well as, for example, school, friends, clubs
- about the different people in their family / those that love and care for them
- what their family members, or people that are special to them, do to make them feel loved and cared for
- how families are all different but share common features – what is the same and different about them
- about different features of family life, including what families do/ enjoy together
- that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried

What jobs do people do?

- how jobs help people earn money to pay for things they need and want
- about a range of different jobs, including those done by people they know or people who work in their community
- how people have different strengths and interests that enable them to do different jobs
- how people use the internet and digital devices in their jobs and everyday life

What keeps us safe?

- how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe
- how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers
- that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable
- how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)
- how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)
- how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns
- what to do in an emergency, including calling for help and speaking to the emergency services



Class 2 (Rotation B)

How can we be a good friend?

- how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded
- how to recognise if others are feeling lonely and excluded and strategies to include them
- how to build good friendships, including identifying qualities that contribute to positive friendships
- that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences
- how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support

What helps us stay safe?

- how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online)
- how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them
- how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets
- how not everything they see online is true or trustworthy and that people can pretend to be someone they are not
- how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them

What are families like?

- how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)
- how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays
- how people within families should care for each other and the different ways they demonstrate this
- how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

Why should we keep active and sleep well?

- how regular physical activity benefits bodies and feelings
- how to be active on a daily and weekly basis
- how to balance time online with other activities
- how to make choices about physical activity, including what and who influences decisions
- how the lack of physical activity can affect health and wellbeing
- how lack of sleep can affect the body and mood and simple routines that support good quality sleep
- how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried



What makes a community?

- how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups
- what is meant by a diverse community;
- how different groups make up the wider/local community around the school
- how the community helps everyone to feel included and values the different contributions that people make
- how to be respectful towards people who may live differently to them

How do we recognise our feelings?

- how to recognise, name and describe a range of feelings
- what helps them to feel good, or better if not feeling good
- how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
- how feelings can affect people in their bodies and their behaviour
- ways to manage big feelings and the importance of sharing their feelings with someone they trust
- how to recognise when they might need help with feelings and how to ask for help when they need it

Class 3 Rotation A

Healthy Eating 3

- People around the world choose and combine different food to make meals and snacks. The total amount and range of food and drinks consumed is called the diet;
- A healthy diet is made from a variety of different food and drinks, as depicted in the Eatwell Guide;
- A variety of food is needed in the diet because different food contains different substances that are needed for health. These are nutrients, water and fibre;
- The nutrients provided by the diet are released through the process of digestion;
- Being active is important for health, making the body fitter and stronger.

How do we treat each other with respect?

- how people's behaviour affects themselves and others, including online
- how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
- about the relationship between rights and responsibilities
- about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*
- the rights that children have and why it is important to protect these*
- that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
- how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns

How can we manage our feelings?

- how everyday things can affect feelings
- how feelings change over time and can be experienced at different levels of intensity



- the importance of expressing feelings and how they can be expressed in different ways
- how to respond proportionately to, and manage, feelings in different circumstances
- ways of managing feelings at times of loss, grief and change
- how to access advice and support to help manage their own or others' feelings

What jobs would we like?

- that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
- that some jobs are paid more than others and some may be voluntary (unpaid)
- about the skills, attributes, qualifications and training needed for different jobs
- that there are different ways into jobs and careers, including college, apprenticeships and university
- how people choose a career/job and what influences their decision, including skills, interests and pay
- how to question and challenge stereotypes about the types of jobs people can do
- how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

How can we manage risk in different places?

- how to recognise, predict, assess and manage risk in different situations
- how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)
- how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence
- how people's online actions can impact on other people
- how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
- how to report concerns, including about inappropriate online content and contact
- that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

What makes up a person's identity?

- how to recognise and respect similarities and differences between people and what they have in common with others
- that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)
- how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)
- about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others
- how to challenge stereotypes and assumptions about others

Class 3 Rotation B

What decisions can people make with money?

- how people make decisions about spending and saving money and what influences them
- how to keep track of money so people know how much they have to spend or save



- how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)
- how to recognise what makes something 'value for money' and what this means to them

that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions

How can friends communicate safely?

- about the different types of relationships people have in their lives
- how friends and family communicate together; how the internet and social media can be used positively
- how knowing someone online differs from knowing someone face-to-face
- how to recognise risk in relation to friendships and keeping safe
- about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family
- how to respond if a friendship is making them feel worried, unsafe or uncomfortable
- how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety

How can we keep healthy as we grow?

- how mental and physical health are linked
- how positive friendships and being involved in activities such as clubs and community groups support wellbeing
- how to make choices that support a healthy, balanced lifestyle including:
 - » how to plan a healthy meal
 - » how to stay physically active
 - » how to maintain good dental health, including oral hygiene, food and drink choices
 - » how to benefit from and stay safe in the sun
 - » how and why to balance time spent online with other activities
 - » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep
 - » how to manage the influence of friends and family on health choices
- that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
- how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them
- how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
- that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on
- that anyone can experience mental ill-health and to discuss concerns with a trusted adult
- that mental health difficulties can usually be resolved or managed with the right strategies and support

How can our choices make a difference to others and the environment?

- how people have a shared responsibility to help protect the world around them
- how everyday choices can affect the environment
- how what people choose to buy or spend money on can affect others or the



- environment (e.g. Fairtrade, single use plastics, giving to charity)
- the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues
- how to show care and concern for others (people and animals)
- how to carry out personal responsibilities in a caring and compassionate way

What strengths, skills and interests do we have?

- how to recognise personal qualities and individuality
- to develop self-worth by identifying positive things about themselves and their achievements
- how their personal attributes, strengths, skills and interests contribute to their self-esteem
- how to set goals for themselves
- how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking

Year 6

How can we help in an accident or emergency?

To understand:

- how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions
 - that if someone has experienced a head injury, they should not be moved
 - when it is appropriate to use first aid and the importance of seeking adult help
- the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services

How can drugs common to everyday life affect health?

To understand:

- how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing
- that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal
- how laws surrounding the use of drugs exist to protect them and others
- why people choose to use or not use different drugs
- how people can prevent or reduce the risks associated with them
- that for some people, drug use can become a habit which is difficult to break
- how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use
- how to ask for help from a trusted adult if they have any worries or concerns about drugs
- how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them

How can the media influence people?

- how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
- that not everything should be shared online or social media and that there are rules about this, including the distribution of images
- that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
- how text and images can be manipulated or invented; strategies to recognise this



- to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
- to recognise unsafe or suspicious content online and what to do about it
- how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
- how to make decisions about the content they view online or in the media and know if it is appropriate for their age range
- how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
- to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have
- to discuss and debate what influences people's decisions, taking into consideration different viewpoints

What will change as we become more independent? How do friendships change as we grow?

To understand:

- that people have different kinds of relationships in their lives, including romantic or intimate relationships
- that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another
- that adults can choose to be part of a committed relationship or not, including marriage or civil partnership
- that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
- how puberty relates to growing from childhood to adulthood
- about the reproductive organs and process - how babies are conceived and born and how they need to be cared for
- that there are ways to prevent a baby being made²
- that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else¹
- how growing up and becoming more independent comes with increased opportunities and responsibilities
- how friendships may change as they grow and how to manage this
- how to manage change, including moving to secondary school
- how to ask for support or where to seek further information and advice regarding growing up and changing

