



**Kirkby la Thorpe Church of England Primary
Academy and Preschool**

Policy Title	Relationships, Sex and health Education
Governance Function Area	Academic Performance
Date reviewed/amended	April 2026
Date for next review and frequency	April 2027



**Kirkby la Thorpe
Church of England Primary Academy**

Relationships, Sex and Health Education Policy

Vision and values

Building a Hopeful Future through Kindness, Learning and Trust

At Kirkby la Thorpe, we strive to ensure that each person is empowered to flourish and contribute positively to society. We seek to equip our pupils with the knowledge, skills and qualities necessary to navigate the complexities of our world, rooting this in Christian love.

We are inspired by the life of St Thomas in all that we do so that we can:

Be Positive and Active Citizens: We strive for our pupils to communicate clearly, embracing tolerance and respect for the diverse beliefs and aspirations of others.

Be Curious and Independent Members of Society: We encourage curiosity and a thirst for knowledge, instilling a longing for justice and an empathy for those in need.

Have Confidence and Perseverance: Through trusting each other, we empower everyone to embrace challenges with confidence and perseverance, striving to achieve their full potential in all aspects of life so that they can be the best that they can be.

Have the Courage to Respectfully Challenge: We foster an environment where respectful dialogue and critical thinking are encouraged, empowering pupils to voice their opinions with courage and integrity so they can **build** a better future.

Know their heritage: We cultivate an appreciation for both local and national heritage, helping pupils understand their roots and identity within the broader context of history so that they have a sense of where they are from.

Values

We are on this journey together and our Christian values of **Kindness, Learning** and **Trust** support us as we travel.

St Thomas was one of Jesus' disciples. He encouraged others to follow Jesus on his journey (John 11.16), showing **confidence** and **trust**. He also has the **courage** to challenge his friends when they tell him that Jesus has resurrected from the dead; he does not take their words on face value, but asks questions with **curiosity** (John 20.24-29). Thomas was an important member of the early church, taking Jesus' good news for a **hopeful future** to people around

the world. According to traditional accounts he travelled to India, **building** Christian communities across the region. This is a journey that would have required great **perseverance**. This matters to us because we consider the ancient global **heritage** of the Christian faith to be an important part of our own identity as a church school. St Thomas inspires us to **learn** from past and current events to build a more hopeful future.

Vision and Vales Alignment

This policy is deeply rooted in our vision of *"Building a Hopeful Future through Kindness, Learning and Trust."* Through our RSE and Health Education provision, pupils are supported to become positive and active citizens by learning to communicate respectfully, value diversity and develop empathy for others. The curriculum nurtures curiosity and independence, enabling pupils to explore relationships, identity and the wider world in a safe and informed way. By developing self-awareness, resilience and emotional understanding, pupils grow in confidence and perseverance, learning to manage challenges and make responsible choices. Opportunities to discuss sensitive issues respectfully ensure pupils develop the courage to respectfully challenge, expressing their views with integrity while listening to others. Rooted in our Christian foundation, the teaching reflects our belief in the dignity and worth of every individual, encouraging pupils to understand their place in the world and know their heritage, fostering a strong sense of belonging and moral responsibility.

Introduction

This policy covers our school approach and takes responsibility to provide effective and responsible 'Relationships and Sex Education' (RSE) and Health Education curriculum. We undertake the majority of this teaching as part of the academy's Personal, Social, Health and Economic Education (PSHE). Kirkby la Thorpe wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and that it is safe to voice opinions and concerns relating to the sex education provision.

As a Church of England primary school, Relationship, Sexual Relationships and Health Education (RSHE) enables pupils to flourish and to gain every opportunity to live fulfilled lives, developing their knowledge of the 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).

The RSE programme is led by the PSHE Lead and the RSE lessons will be delivered by the class teacher. Due to the relatively small nature of our school, all teaching staff have been involved in the developing the PSHE and RSE curriculum and associated policy. Parents/carers have been consulted in the development of the RSE policy and curriculum. The policy is available on the Academy website and is reviewed and approved by the Governors annually.

Policy Aims

Through the delivery of high quality, evidence-based and age-appropriate RSE and Health Education, Kirkby la Thorpe aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and

when to ask for help and where to access support. By the end of their education Kirkby la Thorpe Academy hopes pupils will have developed resilience and feelings of self-respect, confidence, and empathy in preparation for the responsibilities and experiences of adult life.

Statutory & Regulatory Links

DfE Statutory RSE Guidance – Legal requirement for primary schools

Children and Social Work Act 2017 – Mandates relationship education for all primary pupils

Equality Act 2010 – Requires inclusive, non-discriminatory delivery.

Keeping Children Safe in Education – Safeguarding principles embedded in RSE

Definitions

Relationships education

Relationships education is about pupils being taught different relationships including about friendships, family and the people that can help them. Respect for others is also taught in an age-appropriate way with a focus on healthy relationships that pupils will encounter. This also applies to online relationships to ensure that children are safe when online and how others can use their information in a way that they may not expect.

This teaching will include different types of family that provide a nurturing environment for children, including for example single parent families, families headed by grandparents, adoptive parents, LGBT parents among others. We will explore healthy loving relationships including same-sex parents along with other family arrangements when discussing families. The purpose of this is to ensure that there is no stigmatisation of different families and to show people come from different backgrounds. Use of the No-Outsiders scheme will support this, raising awareness of different family dynamics through age-appropriate books and discussions centred on the view of everyone being valued, respected and included.

Relationships and sex education

RSE is lifelong learning about physical, sexual, moral, and emotional development. It is about teaching sex and sexuality in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable, and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

Whilst Relationships and Sex Education (RSE) is not compulsory within the primary curriculum, at Kirkby la Thorpe CE Primary Academy we believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include how a baby is conceived and born, body ownership, and safeguarding. This also complements and draws upon the knowledge taught within the science programmes of study within the KS1 and KS2 National Curriculum.

RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build body confidence, self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling, and healthy sexual relationships, at the appropriate time.

Roles and responsibilities

The governing board is responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RSHE who supports the school and monitors any aspects of RSHE included within the ADP.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- 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
- Ensuring the religious ethos of the school is maintained and developed through the subjects.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.

Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.

The headteacher is responsible for:

The Headteacher with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that RSE and Health Education is well led, effectively managed, and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed, and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.

The staff are responsible for:

Teachers of RSE and Health Education will ensure that they are up to date with academy policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal, and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that the member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

Parents

Kirkby la Thorpe expects parents to share the responsibility of sex education and support their children's personal, social, and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss, and continue to learn about matters that have been raised through academy PSHE. Parents are also encouraged to seek additional support in this from the academy where they feel it is needed.

Pupils

Pupils are expected to attend all Relationships and Sex Education (RSE) lessons as part of their academy timetable and to engage with them in a respectful and responsible manner. Although these lessons are not formally assessed through examinations, they form a vital part of the curriculum and play an important role in supporting pupils' personal development.

Pupils are encouraged to support one another when discussing sensitive topics, demonstrating respect for different views, feelings, and beliefs. Active listening, thoughtful participation, and adherence to agreed confidentiality guidelines are essential to creating a safe and supportive learning environment.

Any pupils who consistently fail to meet these expectations will be addressed in line with the academy's behaviour policy, which is available on the Kirkby la Thorpe website.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in academy related to relationships, sex education or otherwise.

Curriculum Design

At Kirkby La Thorpe, we have adopted 1Decision, a PSHE Association Quality Assured Resource, as a vehicle to deliver our PSHE curriculum. The use of this resource ensures that RSE and health education is delivered through a range of teaching methods and through interactive activities, to engage all learners and to ensure that the expectations outlined in *Relationships Education, Relationships and Sex Education and Health Education 2026* are met (Appendix 2).

It is important that the Academy implement the Relationships, Sex and Health policy consistently throughout the Academy and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum, we aim to explore different attitudes, values, and social labels, and develop skills that will enable our pupils to make informed decisions regarding RSE and Health Education. It is important that pupils know the difference between fact, opinion, and belief.

The Relationships and Health Education will be delivered in PSHE lessons, computing, Physical Education (PE) and Science lessons. The Academy understands that different pupils of the same age may develop at different stages and staff will be able to plan provision to take into account these differences. Appendix 1 sets out the themes that will be taught in

the academic year 2025-2026 for the mixed age classes. Given the age of primary pupils, the focus of the curriculum is around relationships of pupils, with their family members, friends, and online relationships.

The Academy does provide sex education beyond the National Curriculum for Science, with details on content included at the end of Appendix 3.

The Academy wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The Academy believes that an integrated, whole-academy approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered within science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHE).

By the end of their primary education the Academy expects pupils to know the information set out at Appendix 4.

Pupils with specific educational needs

We endeavour to meet the needs of all pupils by delivering our RSE and health curriculum at a level that is appropriate to each child. The SENDCo and PSHE lead work closely to ensure that the RSE and health curriculum is accessible to all, and where necessary, amend the content to an appropriate level to ensure that each can understand and to prepare them for adulthood. Class teachers will take into account the learning targets and Educational Health Care Plans, to ensure that appropriate adjustments are made to tailor learning and activities and to ensure that learning is pitched at an appropriate level for SEND pupils to access. We know that pupils with SEND may be more vulnerable than their peers. RSE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

As a school we are aware of our responsibilities under the Equality Act 2010 and the protected characteristics that are outlined within it, which are outlined in our Equality Statement. Kirkby la Thorpe CE Primary Academy must not unlawfully discriminate against age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. As a consequence, gender equality and LGBT will be taught in a sensitive and age-appropriate manner in terms of approach and content.

As a Church of England primary school we also follow the guidance outlined in the 'Valuing All God's Children' (2019) document, which fosters gender equality and LGBT+ equality, whilst challenging homophobic, bi-phobic and transphobic bullying.

Safe and Effective Practice

All staff are aware that to ensure high quality learning within RSE and health education, a safe learning environment is paramount. As a school we recognise that this is achieved in a number of ways.

Addressing sexual harassment and sexual violence

From early primary, schools can support young children to develop skills for positive relationships, including skills for navigating boundaries with kindness and respect. Schools can support young children to behave with respect and to understand and identify prejudice.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHE leader or their line manager. In these cases, we will recognise the validity of the question, reassure the child that it was fine to ask that question and tell them that we will come back to it at a later time. This might be, for example, to give time for the teacher to seek advice first from a line manager, to check the appropriateness of the response against our curriculum.

Ground rules in class are essential when discussing sensitive subject matter. Our school expectations are always to encourage respect to each other and tolerance for differing views and opinions. We teach these qualities and identify them for our pupils regularly and consistently. Some other strategies staff may use to support this might be:

- an anonymous question box: this will enable pupils to feel more comfortable to ask questions without being identified
 - children are given the opportunity to speak to staff members on a one-to-one basis outside of lesson time.
 - if a question is deemed irrelevant for the age of pupils, children are directed to their adults at home.
 - making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.
- reminding children that at Kirkby la Thorpe, we have No-Outsiders Here, and that everyone regardless of their sexual orientation or beliefs are valued and included.

Implementing whole school policies

All staff are aware of our Child Protection and Safeguarding policy and the procedures within it, should a disclosure be made. In addition, staff know and understand our Confidentiality policy and the different levels of confidentiality to ensure the safety of our pupils. If a member of staff is ever unsure about information a child has shared with them, they should always seek the advice of the DSL/DDSL in determining the appropriate course of action required, if any.

Withdrawal from RSE

The Academy hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents of children in primary academy have the right to withdraw their child from aspects of sex education taught outside Relationships of Health Education, or the National Curriculum for

Science. If they wish to withdraw their child from these additional aspects, they should state this in writing and send it to the headteacher.

Parents cannot withdraw their child from Relationships or Health Education or the elements on Human Growth and Reproduction or puberty which fall under the National Curriculum for Science.

Before withdrawing or making a request, the Academy strongly urges parents to carefully consider their decision as sex education is a vital part of the academy curriculum and supports child development.

If a pupil is excused from sex education the academy will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the academy and follow the Academy's complaints policy.

Equal opportunities

The Academy has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. RSE or relationships and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social, and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the academy 's behaviour policy which can be found on the school website.

Safeguarding and confidentiality

We hope to provide a safe and supportive Academy community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at academy or at home. Training around confidentiality will be provided to all teachers. It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the academy 's child protection and safeguarding procedure will be followed. The school's child protection and safeguarding policy can be found on the school website.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that

children and their parents have open and trusting relationships when it comes to sexual health and the academy will encourage this as much as possible.

- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Led to decide what is in the best interest of the child.

Monitoring, review, and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum yearly and will inform parents of any revisions to the Academy policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- yearly feedback from pupils.
- yearly feedback from parents.
- feedback from staff.
- curriculum review.

The Academy will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

Support

We hope that pupils will feel safe in the academy environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social, and emotional development, including matters raised by or relating to sex and relationships education. We promote the academy ethos as one of inclusion and acceptance throughout all areas of academy activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

There are a number of ways Parents or Carers can make contact with staff in our Academy in order to ask questions or seek support for themselves or their families. The best place to start will be their child's current class teacher or our Head Teacher, Mrs Early.

You can make contact with us via the main school office, in person or by phone. This policy will be reviewed annually.

References

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (February 2026).
- PSHE Association: Writing your school's relationship and sex education policy (September 2018).
- Lincoln Diocese: Relationship, Sex and Health Education – Policy Guidance (November 2019).
- PSHE Education Planning Toolkit for key stages 1 and 2.
- The Christopher Winter Project: Teaching SRE with Confidence in Primary Schools.
- Curriculum Design Tool for RSE 2018.
- Parental Engagement on Relationship Education 2019.
- Trans Inclusion Schools Toolkit 2017.

Appendix 1 – Long Term Overviews



PSHE Curriculum: 2 year cycle

Nursery and EYFS

	Autumn		Spring		Summer	
	Me and My Community	Once Upon a Time	Starry Night	Dangerous Dinosaurs	Sunshine and Sunflowers	Big Wide World
Nursery/Reception Cycle A (Cornerstones) (2025 – 2026)	Pink <ul style="list-style-type: none"> Goes to school Has a new brother Feeling sad Misses mummy Screen time 	Orange <ul style="list-style-type: none"> Brushes her teeth Feels worried Helps out Moves house Sleeps over Red <ul style="list-style-type: none"> Goes swimming Needs the toilet Visits the dentist Hearing aid Nut allergy 	Blue <ul style="list-style-type: none"> Explores road safety Gets lost Learns to share Best friend Indoor voice 	Purple <ul style="list-style-type: none"> Is poorly The passenger Watches the news Pet bird Why does purple play differently 	Yellow <ul style="list-style-type: none"> Goes on holiday Learns about germs Play fights Wants to play with Orange Bed time 	Green <ul style="list-style-type: none"> Gets glasses Moves up a year Stays in hospital Green's Greens Daddy moves out Rainbow <ul style="list-style-type: none"> Feels angry Visits the seaside Helps at home Food journey Day out
	Let's Explore - Build it Up	Marvelous Machines – Puppets & Pop Ups	Long Ago	Ready Steady Grow	Animal Safari	On the Beach
Nursery/Reception Cycle B (Cornerstones) (2026 – 2027)	Pink <ul style="list-style-type: none"> Goes to school Has a new brother Feeling sad Misses mummy Screen time 	Orange <ul style="list-style-type: none"> Brushes her teeth Feels worried Helps out Moves house Sleeps over Red <ul style="list-style-type: none"> Goes swimming Needs the toilet Visits the dentist Hearing aid Nut allergy 	Blue <ul style="list-style-type: none"> Explores road safety Gets lost Learns to share Best friend Indoor voice 	Purple <ul style="list-style-type: none"> Is poorly The passenger Watches the news Pet bird Why does purple play differently 	Yellow <ul style="list-style-type: none"> Goes on holiday Learns about germs Play fights Wants to play with Orange Bed time 	Green <ul style="list-style-type: none"> Gets glasses Moves up a year Stays in hospital Green's Greens Daddy moves out Rainbow <ul style="list-style-type: none"> Feels angry Visits the seaside Helps at home Food journey

Year 1 and 2

Year 1 / 2 Cycle A (2025 – 2026)	KEEPING/STAYING SAFE UNIT CORE COMPREHENSIVE TOPICS What I Know Now Road Safety OPTIONAL RESOURCES Road Safety Extension Personal Safety - Simply RSHE	KEEPING/STAYING HEALTHY UNIT CORE COMPREHENSIVE TOPICS What I Know Now Washing Hands OPTIONAL RESOURCES Washing Hands Extension Healthy protection and prevention - Simply RSHE	A WORLD WITHOUT JUDGEMENT UNIT CORE COMPREHENSIVE TOPICS What I Know Now Democracy OPTIONAL RESOURCES Democracy Extension Respectful, kind relationships - Simply RSHE
	BEING RESPONSIBLE UNIT CORE COMPREHENSIVE TOPICS What I Know Now Water Spillage OPTIONAL RESOURCES Water Spillage Extension Personal Safety - Simply RSHE	RELATIONSHIPS UNIT CORE COMPREHENSIVE TOPICS What I Know Now Friendship OPTIONAL RESOURCES Friendship Extension Caring friendships - Simply RSHE	OUR WORLD UNIT CORE COMPREHENSIVE TOPICS What I Know Now Growing in Our World OPTIONAL RESOURCES Growing in Our World Extension Developing bodies - Simply RSHE
	FEELINGS AND EMOTIONS UNIT CORE COMPREHENSIVE TOPICS What I Know Now Jealousy OPTIONAL RESOURCES Jealousy Extension General wellbeing - Simply RSHE	COMPUTER SAFETY UNIT CORE COMPREHENSIVE TOPICS What I Know Now Online Bullying OPTIONAL RESOURCES Online Bullying Extension Wellbeing online - Simply RSHE	FIRE SAFETY UNIT CORE COMPREHENSIVE TOPICS What I Know Now Hoax Calling OPTIONAL RESOURCES Hoax Calling Extension Basic first aid - Simply RSHE

Year 1 / 2 Cycle B (2026 – 2027)	<p>KEEPING/STAYING SAFE UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Tying Shoelaces Staying Safe</p> <p>OPTIONAL RESOURCES</p> <p>Tying Shoelaces Extension Staying Safe Extension Personal safety - Simply RSHE Being safe - Simply RSHE</p>	<p>KEEPING/STAYING HEALTHY UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Healthy Eating Brushing Teeth</p> <p>OPTIONAL RESOURCES</p> <p>Healthy Eating Extension Brushing Teeth Extension Healthy eating - Simply RSHE Health protection and prevention - Simply RSHE</p>	<p>A WORLD WITHOUT JUDGEMENT UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Individual Liberty Rule of Law</p> <p>OPTIONAL RESOURCES</p> <p>Individual Liberty Extension Rule of Law Extension Respectful, kind relationships - Simply RSHE</p>
	<p>BEING RESPONSIBLE UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Practice Makes Perfect Helping Someone In Need</p> <p>OPTIONAL RESOURCES</p> <p>Practice Makes Perfect Extension Helping Someone In Need Extension General wellbeing - Simply RSHE Being safe - Simply RSHE</p>	<p>RELATIONSHIPS UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Bullying Body Language</p> <p>OPTIONAL RESOURCES</p> <p>Bullying Extension Body Language Extension Respectful, kind relationships - Simply RSHE Caring friendships - Simply RSHE</p>	<p>OUR WORLD UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Living in Our World Working in Our World</p> <p>OPTIONAL RESOURCES</p> <p>Living in Our World Extension Working in Our World Extension NO Simply RSHE Links</p>
	<p>FEELINGS AND EMOTIONS UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Worry Anger</p> <p>OPTIONAL RESOURCES</p> <p>Worry Extension Anger Extension General wellbeing - Simply RSHE Respectful, kind relationships - Simply RSHE</p>	<p>COMPUTER SAFETY UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Image Sharing Computer Safety Documentary</p> <p>OPTIONAL RESOURCES</p> <p>Image Sharing Extension Computer Safety Documentary Extension Online safety and awareness - Simply RSHE Wellbeing online - Simply RSHE</p>	<p>FIRE SAFETY UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Petty Arson Enya & Deedee Visit the Fire St.</p> <p>OPTIONAL RESOURCES</p> <p>Petty Arson Extension Enya & Deedee Visit the Fire St. Extension Personal safety - Simply RSHE</p>

Year 3 and 4

<p>Year 3 / 4 Cycle B (2025 – 2026)</p>	<div data-bbox="363 219 660 398"> <p>KEEPING/STAYING SAFE UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>What I Know Now Cycle Safety</p> <p>OPTIONAL RESOURCES</p> <p>Cycle Safety Extension Personal safety - Simply RSHE</p> </div> <div data-bbox="363 414 660 593"> <p>BEING RESPONSIBLE UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>What I Know Now Coming Home on Time</p> <p>OPTIONAL RESOURCES</p> <p>Coming Home on Time Extension Respectful, kind relationships - Simply RSHE</p> </div> <div data-bbox="363 609 660 788"> <p>FEELINGS AND EMOTIONS UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>What I Know Now Jealousy</p> <p>OPTIONAL RESOURCES</p> <p>Jealousy Extension General wellbeing - Simply RSHE</p> </div>	<div data-bbox="734 219 1031 398"> <p>KEEPING/STAYING HEALTHY UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>What I Know Now Healthy Living</p> <p>OPTIONAL RESOURCES</p> <p>Healthy Living Extension Healthy eating - Simply RSHE</p> </div> <div data-bbox="734 414 1031 593"> <p>GROWING AND CHANGING UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>What I Know Now Appropriate Touch (Relationships)</p> <p>OPTIONAL RESOURCES</p> <p>Appropriate Touch (Relationships) Extension Being safe - Simply RSHE</p> </div> <div data-bbox="734 609 1031 788"> <p>THE WORKING WORLD UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>What I Know Now Chores at Home</p> <p>OPTIONAL RESOURCES</p> <p>Chores at Home Extension General wellbeing - Simply RSHE</p> </div>	<div data-bbox="1077 230 1374 409"> <p>A WORLD WITHOUT JUDGEMENT UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>What I Know Now Breaking Down Barriers</p> <p>OPTIONAL RESOURCES</p> <p>Breaking Down Barriers Extension Respectful, kind relationships - Simply RSHE</p> </div> <div data-bbox="1077 425 1374 604"> <p>THE WORKING WORLD UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>What I Know Now Chores at Home</p> <p>OPTIONAL RESOURCES</p> <p>Chores at Home Extension General wellbeing - Simply RSHE</p> </div> <div data-bbox="1077 620 1374 799"> <p>FIRST AID UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>What I Know Now First Aid Year 4</p> <p>OPTIONAL RESOURCES</p> <p>First Aid Year 4 Extension Basic first aid - Simply RSHE</p> </div>
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<p>Year 3 / 4 Cycle A (2026 – 2027)</p>	<div data-bbox="331 925 596 1081"> <p>KEEPING/STAYING SAFE UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Leaving Out of Windows What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>Leaving Out of Windows Extension Personal safety - Simply RSHE</p> </div> <div data-bbox="331 1097 596 1254"> <p>BEING RESPONSIBLE UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Stealing What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>Stealing Extension NO Simply RSHE Links</p> </div> <div data-bbox="331 1270 596 1426"> <p>FEELINGS AND EMOTIONS UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Grief What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>Grief Extension General wellbeing - Simply RSHE</p> </div>	<div data-bbox="734 925 999 1081"> <p>KEEPING/STAYING HEALTHY UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Medicine What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>Medicine Extension Drugs, Alcohol, Tobacco and Vaping - Simply RSHE</p> </div> <div data-bbox="734 1097 999 1254"> <p>RELATIONSHIPS UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Touch What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>Touch Extension Being safe - Simply RSHE</p> </div> <div data-bbox="734 1270 999 1426"> <p>COMPUTER SAFETY UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Making Friends Online What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>Making Friends Online Extension Online safety and awareness - Simply RSHE</p> </div>	<div data-bbox="1077 925 1342 1081"> <p>A WORLD WITHOUT JUDGEMENT UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Tolerance What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>Tolerance Extension Respectful, kind relationships - Simply RSHE</p> </div> <div data-bbox="1077 1097 1342 1254"> <p>OUR WORLD UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Looking After Our World What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>Looking After Our World Extension NO Simply RSHE Links</p> </div> <div data-bbox="1077 1270 1342 1426"> <p>FIRE SAFETY UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Texting Whilst Driving What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>Texting Whilst Driving Extension Personal safety - Simply RSHE</p> </div>
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Year 5 and 6

Year 5 / 6 Cycle B (2025 – 2026)	<p>KEEPING/STAYING SAFE UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Water Safety What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>Water Safety Extension Personal safety - Simply RSHE</p>	<p>KEEPING/STAYING HEALTHY UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Alcohol What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>Alcohol Extension Drugs, alcohol, tobacco, and vaping - Simply RSHE</p>	<p>A WORLD WITHOUT JUDGEMENT UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>British Values What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>British Values Extension NO Simply RSHE Links</p>	
	<p>BEING RESPONSIBLE UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Stealing What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>Stealing Extension Respectful, kind relationships - Simply RSHE</p>	<p>THE WORKING WORLD UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>In-App Purchases What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>In-App Purchases Extension Respectful, kind relationships - Simply RSHE</p>	<p>GROWING AND CHANGING UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Conception What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>Conception Extension NO Simply RSHE Links</p>	<p>Year 5 children within the year group will complete Puberty Year 6 will complete conception</p>
	<p>FEELINGS AND EMOTIONS UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Worry What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>Worry Extension General wellbeing - Simply RSHE</p>	<p>COMPUTER SAFETY UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Making Friends Online What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>Making Friends Online Extension Online safety and awareness - Simply RSHE</p>	<p>FIRST AID UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>First Aid Year 6 (Part 1 & 2) What I've Learnt</p> <p>OPTIONAL RESOURCES</p> <p>First Aid Year 6 (Part 1 & 2) Extensions Basic first aid - Simply RSHE</p>	

Year 5 / 6 Cycle A (2026 – 2027)	<p>KEEPING/STAYING SAFE UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Peer Pressure Adults' & Children's Views</p> <p>OPTIONAL RESOURCES</p> <p>Peer Pressure Extension Being safe - Simply RSHE</p>	<p>KEEPING/STAYING HEALTHY UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Smoking Adults' & Children's Views</p> <p>OPTIONAL RESOURCES</p> <p>Smoking Extension Drugs, alcohol, tobacco and vaping - Simply RSHE</p>	<p>A WORLD WITHOUT JUDGEMENT UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Inclusion & Acceptance Adults' & Children's Views</p> <p>OPTIONAL RESOURCES</p> <p>Inclusion & Acceptance Extension Families and people who care for me - Simply RSHE</p>	
	<p>BEING RESPONSIBLE UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Looking Out for Others Adults' & Children's Views</p> <p>OPTIONAL RESOURCES</p> <p>Looking Out for Others Extension General wellbeing - Simply RSHE</p>	<p>THE WORKING WORLD UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Enterprise Adults' & Children's Views</p> <p>OPTIONAL RESOURCES</p> <p>Enterprise Extension NO Simply RSHE Links</p>	<p>GROWING AND CHANGING UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Puberty Adults' & Children's Views</p> <p>OPTIONAL RESOURCES</p> <p>Puberty Extension Developing bodies - Simply RSHE</p>	<p>Year 5 children within the year group will complete Puberty Year 6 will complete conception</p>
	<p>FEELINGS AND EMOTIONS UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Anger Adults' & Children's Views</p> <p>OPTIONAL RESOURCES</p> <p>Anger Extension General wellbeing - Simply RSHE</p>	<p>COMPUTER SAFETY UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>Image Sharing Adults' & Children's Views</p> <p>OPTIONAL RESOURCES</p> <p>Image Sharing Extension Online safety and awareness - Simply RSHE</p>	<p>FIRST AID UNIT</p> <p>CORE COMPREHENSIVE TOPICS</p> <p>First Aid Year 5</p> <p>OPTIONAL RESOURCES</p> <p>First Aid Year 5 Extension Basic first aid - Simply RSHE</p>	

Please follow the links to see an outline of when the relationship education curriculum objectives are covered through the 1Decision scheme

- [2026 new-rshe-guidance-1decision \(1\).xlsx](#)
- [Programme of Study KS1-5](#)
- [knowledge-and-skills-progression-2026.pdf](#)
- [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Appendix 2

Relationships education: content to be covered by the end of primary

<p>Families and people who care for me</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as 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. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
<p>Respectful, kind relationships</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be

	<p>encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</p> <p>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</p> <p>3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</p> <p>4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</p> <p>5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</p> <p>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>7. The conventions of courtesy and manners.</p> <p>8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</p> <p>9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</p> <p>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</p> <p>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p>
<p>Online safety and awareness</p>	<p>Curriculum content:</p> <p>1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</p> <p>2. How to critically evaluate their online relationships and sources of information, including awareness of the risks</p>

	<p>associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</p> <p>3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</p> <p>4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</p> <p>5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</p> <p>6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</p>
Being Safe	<p>Curriculum content:</p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</p> <p>2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</p> <p>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p> <p>6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</p> <p>7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</p>

– Primary health and wellbeing: content to be covered by the end of primary	
General wellbeing	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

	<p>3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</p> <p>5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</p> <p>6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</p> <p>7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.</p> <p>8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</p> <p>9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.</p> <p>10. That they have rights in relation to sharing personal data, privacy and consent.</p> <p>11. Where and how to report concerns and get support with issues online.</p>
Physical health and fitness	<p>Curriculum content:</p> <p>1. The characteristics and mental and physical benefits of an active lifestyle.</p> <p>2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.</p> <p>3. The risks associated with an inactive lifestyle, including obesity.</p> <p>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy eating	<p>Curriculum content:</p> <p>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>2. Understanding the importance of a healthy relationship with food.</p> <p>3. The principles of planning and preparing a range of healthy meals.</p> <p>4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth</p>

	decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	Curriculum content: 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health Protection and prevention	1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist." 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6: The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils."
Personal Safety	1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic First Aid	1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries."
Developing Bodies	1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand

	<p>that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</p> <p>3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.</p>
PSHE Association PoS	
Economic Wellbeing KS1	<ol style="list-style-type: none"> 1. What money is, how people get money, and what it is used for. 2. That money needs to be looked after; different ways of doing this, including keeping money in an account. 3. Different ways of paying for things. 4. That money can be saved or spent; that people make different choices about saving and spending money. 5. The difference between needs and wants; that people may not always be able to have the things they want.
Economic Wellbeing KS2	<ol style="list-style-type: none"> 1. That people have different attitudes towards saving and spending money. 2. What influences people's decisions about saving and spending, including individual priorities, needs and wants. 3. How money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to. 4. That what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics). 5. Different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account. 6. Advantages and disadvantages of different ways of paying for things.
Careers Education: Aspirations, learning and Work KS1	<ol style="list-style-type: none"> 1. That everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of. 2. That people can earn money to pay for things by having a job. 3. Different jobs that people do, including roles and responsibilities people have in their community. 4. Some of the strengths and interests someone might need to do different jobs.
Careers Education: Aspirations, learning and Work KS2	<ol style="list-style-type: none"> 1. To recognise their achievements and personal strengths; how to set targets to help achieve their goals. 2. To identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy.

	<ol style="list-style-type: none"> 3. That there is a broad range of different jobs that people can have; that people often have more than one type of job during their career. 4. That a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways. 5. How different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career. 6. That people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. 7. That there are different routes into careers (e.g. college, apprenticeship, university). 8. About the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes.
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Appendix 4: The National Curriculum for Science covers:

Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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; • describe the importance for humans of ... hygiene. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird; • describe the life process of reproduction in some plants and animals; • 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

1 Decision also covers the below, in addition to the National Curriculum for Science, which parents have a right to withdraw from:

- Conception (Y6 unit Growing and changing)

Appendix 5 - Information for parents/carers

[New RSHE guidance: what parents need to know – The Education Hub](#)

