

# MAYBURY PRIMARY SCHOOL

## Relationship, Sex and Health Education - Learning for Life

Draft: Summer 2026

Next Review: Summer 2027



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Maybury Primary School

## **Relationships, Sex and Health Education Policy (Relationships and Changes)**

### **Mission**

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

### **Vision statement**

Believe. Achieve. Succeed.

### **1. Aims**

The aims of Relationships, Sex and Health Education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

All RSHE teaching will be delivered in a way that is age-appropriate, developmentally appropriate and responsive to the maturity of pupils. Professional judgement will be used to ensure that content is introduced at the appropriate stage of children's development.

### **2. Statutory requirements**

At Maybury Primary School, we follow the statutory guidance on Relationships, Sex and Health Education, issued by the Department for Education in July 2025 under:

- Section 34 of the Children and Social Work Act 2017, and
- Section 403 of the Education Act 1996, which requires schools to have regard to the Secretary of State's guidance when teaching these subjects.
- This updated guidance becomes mandatory from September 2026.

As a primary school, we must provide:

- Relationships Education to all pupils
- Health Education to all pupils

These subjects have been statutory since September 2020.

We are not required to provide Sex Education at primary level beyond what is included in the National Curriculum for Science, but we choose to do so in Years 6 to prepare pupils for

secondary school and to ensure they are equipped with age-appropriate knowledge about reproduction and how babies are conceived and born.

At Maybury Primary School, we teach RSHE in line with this policy and with due regard to:

- The statutory guidance issued by the Department for Education (July 2025)
- The Equality Act 2010
- Keeping Children Safe in Education (statutory guidance)
- Safeguarding and child protection legislation

Policy Publication Requirements - This RSHE policy is published on the school website under Curriculum and Learning for Life. It is available free of charge to anyone who requests a copy from the school office. Parents may request to view any curriculum materials used in RSHE lessons by contacting the school office or the Learning for Life Lead to arrange a convenient time. At Maybury Primary School we teach RSE as set out in this policy. The school will proactively inform parents in advance of teaching any non-statutory sex education content and provide opportunities to view resources and discuss the curriculum.

### **3. Equal Opportunities Statement**

The school is committed to the provision of RSE to all its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups.

### **4. Policy development**

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

Review - members of staff pulled together all relevant information including relevant national and local guidance

Staff consultation during the summer term 2026– all school staff were given the opportunity to look at the policy and make recommendations

Governor consultation during the summer term 2026– changes to the RSHE curriculum were shared with the Governors and they were given the opportunity to look at the policy and make recommendations

Parent consultation during the summer term 2026 – parents and any interested parties were given the opportunity to look at the policy online and to discuss any concerns or recommendations with a staff member / Learning for Life Lead.

### **5. Definition**

RSHE refers collectively to Relationships Education, Sex Education and Health Education. RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

## **6. Curriculum**

As a school we have developed a curriculum which is purposeful and appropriate for our children at Maybury. The curriculum has been developed taking into account the age, cultures, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner.

Many of the new elements within our curriculum (e.g., online safety, body part terminology, diverse families, safeguarding, mental health, consent/relationships) reflect a shift to match modern realities—digital life, varied family structures, and greater emphasis on wellbeing and inclusion.

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

Parents have the right to ask the class teacher to view resources and materials that will be used to teach the Sex and Relationships part of the RSHE curriculum prior to it being taught.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will answer questions in an age-appropriate way that is consistent with the school's safeguarding responsibilities and the planned curriculum. RSHE plays a key role in enabling pupils to recognise unsafe situations, understand their rights and know how to seek help.

Primary relationships and sex education will focus

- Preparing boys and girls for the changes that adolescence brings
- Pupils learn about conception and birth through the National Curriculum for Science

Our curriculum is broken up into key stages and year groups to ensure all learning is relevant and at a level suitable for our pupils (See Appendix 4).

The curriculum will be reviewed annually to ensure continued compliance with statutory guidance and to reflect emerging safeguarding issues affecting children.

## **7. Delivery of RSE**

RSE is taught within Relationships Education (Learning for Life). Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).

Mandatory from September 2026, teachers should use professional judgement to deliver age- and stage-appropriate content that put pupil wellbeing first. (See attached curriculum coverage)

Every teacher is responsible for the delivery of RSHE to their class. The Learning for Life Lead will oversee that this is adhered to through book looks, pupil voice and planning.

RSHE will be delivered in a factual, balanced and non-judgemental way that reflects the values of the school ensuring that every child and family feels respected, valued, and included in the curriculum, promoting tolerance and acceptance. The revised guidance specifically encourages primary schools to include same-sex parents when discussing families, presenting this as one of many types of loving family. In primary school, teaching about LGBT+ people occur only in the context of recognising different families and promoting respect and inclusion. It does not involve teaching about sexual practices or explicit sexual content. Teaching about different types of families is a mandatory part of Relationship Education in primary schools.

RSHE supports the school's safeguarding duties in line with Keeping Children Safe in Education. All staff teaching RSHE receive safeguarding training as part of their induction and regular updates in line with Keeping Children Safe in Education. For full details of the school's safeguarding procedures, please refer to the Child Protection and Safeguarding Policy.

RSHE is taught within Relationships & Health Education (Learning for Life). Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Menstrual wellbeing is taught as part of the puberty and changing body curriculum. Menstruation will be taught in a factual, positive and supportive way, ensuring pupils understand it as a normal part of development and know where to access support and products if needed.

Relationships & Health Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me what family means, who is in a child's support network,
- different kinds of families/carers, diversity, respect and safety.
- Caring friendships what makes a healthy friendship or relationship: kindness, respect, trust,
- honesty, consent for personal space, taking turns, respect for differences, recognising healthy boundaries and supportive relationships.

## **8. Special Educational Needs and Disabilities (SEND)**

At Maybury Primary School, we are committed to ensuring that Relationships, Sex and Health Education is accessible for all pupils, including those with special educational needs and disabilities.

We recognise that:

- Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND
- RSHE can be particularly important for pupils with Social, Emotional and Mental Health needs or learning disabilities
- Pupils with SEND may need tailored content and teaching to meet their specific needs at different developmental stages

Our approach includes:

- High quality adapted teaching as the starting point to ensure accessibility
- Personalised learning that takes account of individual needs and abilities
- Use of visual aids, symbols and simplified language where appropriate
- Additional adult support during lessons where needed
- Liaison with the SENCO to ensure appropriate adaptations are in place
- Consideration of preparing for adulthood outcomes as set out in the SEND Code of Practice
- Collaboration with parents/carers to understand individual needs and sensitivities
- Use of social stories and role play to reinforce key concepts
- Flexible pacing allowing more time for processing and understanding
- Multi-sensory teaching approaches to support different learning styles

All teaching is delivered in a sensitive, age-appropriate and developmentally appropriate way with reference to the law, ensuring that pupils with SEND can access the curriculum alongside their peers whilst receiving the additional support they need.

### **9. Consent and personal boundaries**

As part of Relationships Education, pupils will learn about the importance of personal boundaries and respect for their own bodies and the bodies of others. Pupils will be taught that they have a right to say no to unwanted touch and that consent means asking for and giving permission in everyday situations, such as sharing personal space or belongings.

Teaching focuses on helping pupils understand respectful behaviour, recognising when something does not feel right and knowing who to talk to if they feel unsafe or uncomfortable.

- Respectful relationships- tackling bullying, understanding stereotypes and promoting inclusion.
- Online relationships - The Primary Schools RSHE Guidance 2025 recognises that the online world can present risks to children at any age, but the way these topics are taught should reflect pupils' stage of development.

For younger pupils:

- Understanding the difference between public and private information.
- Learning not to share personal details without adult help.
- Recognising who to speak to if something online feels uncomfortable.

For older primary pupils:

- Understanding why certain websites, games and apps are age restricted.

- Identifying signs of scams or fake profiles.
- Recognising the risks of in-game purchases or features that mimic gambling. Older pupils will learn about gambling-related harms, including loot boxes, in-game purchases and other online mechanisms that may encourage risky behaviour.

The aim is to gradually build digital resilience without overwhelming children with unnecessary detail too early.

- Being safe - The 2025 guidance for primary includes personal safety beyond relationships — covering risks related to online, substance education, water, rail/road, fire safety. Pupils will learn age-appropriate information about medicines, household substances, alcohol, tobacco and other substances that may be harmful, including how to seek help and stay safe.
- Mental health and emotional wellbeing are given more emphasis: lessons may now include topics like grief, loss and bereavement; recognising when relationships are unhealthy, and how to seek help or report concerns
- Physical health, lifestyle and hygiene — healthy eating, exercise, sleep, dental care, sun safety, general hygiene, first aid etc

As part of Relationships Education, pupils will learn that families may look different and that all families should be treated with respect and kindness. This may include families with single parents, adoptive parents, foster carers, grandparents as carers, and families with parents of the same sex. Teaching focuses on understanding that families can be different and that everyone deserves respect. This learning is delivered in an age-appropriate way and does not include explicit sexual content. Our approach reflects our duties under the Equality Act 2010 and our commitment to creating a safe and inclusive school environment for all pupils.

The school recognises that families may hold a range of views and beliefs about relationships. RSHE is taught in a factual and respectful way, and the purpose of this education is to promote understanding, safety and respect for others rather than to promote any particular lifestyle. For more information about our RSHE curriculum, see Appendix 4.

### **10. Respect for diversity**

Our RSHE curriculum reflects the diversity of the world in which pupils live and the families within our school community. Pupils are taught that families and relationships can take different forms and that all people should be treated with respect and dignity. Teaching about different families, including those with parents of the same sex, is delivered in an age-appropriate way and focuses on respect, kindness and inclusion. The school does not promote any particular lifestyle or set of beliefs, but aims to provide pupils with factual information and the skills they need to develop healthy relationships, stay safe and understand the importance of respecting others. This approach reflects the school's duties under the Equality Act 2010 and supports our commitment to safeguarding and inclusion.

### **11. Responding to pupils' questions**

RSHE lessons may lead to pupils asking questions about relationships, their bodies or issues they may have seen or heard about. Teachers will answer questions in a factual, age-

appropriate and sensitive manner that is consistent with the planned curriculum and the school's safeguarding responsibilities.

Teachers will use their professional judgement to determine whether a question should be answered in whole class teaching, addressed individually, or referred to parents or carers where appropriate. If a question raises a safeguarding concern, staff will follow the school's safeguarding procedures in line with statutory guidance.

Pupils will be encouraged to speak to a trusted adult / parent/carer if they have concerns or need further support. Sign posting to support services where needed.

## **12. Planning**

We carefully assess all resources used in RSHE teaching to ensure they are:

- Age-appropriate and developmentally appropriate
- Medically accurate and factually correct
- Sensitive to pupils' needs and backgrounds
- Consistent with our school values and this policy
- Compliant with statutory guidance and the Equality Act 2010

Resources we use include:

- Jigsaw
- BBC online Videos
- Age-appropriate books and stories
- NSPCC "Pants" campaign resources
- Childnet online safety resources

We use the resources in a way that reflects the sensitivities and needs of the communities we serve, but always ensuring that the safety of our pupils is paramount and that certain information is needed to provide them with the foundations to live safely in today's world. (See appendix 4 for short term planning each year group).

## **13. Roles and responsibilities**

### **The Local Advisory Committee**

The governing board has overall responsibility for ensuring the school meets its statutory duties regarding RSHE. Specifically, the governing board will:

- Approve the RSHE policy and hold the headteacher to account for its implementation
- Ensure all pupils make progress in achieving the expected educational outcomes

- Ensure the subjects are well led, effectively managed and well planned
- Ensure the quality of provision is subject to regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Ensure clear information is provided for parents on the subject content and the right to request withdrawal from non-statutory sex education
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations
- Review this policy annually alongside the headteacher and Lead for Learning for Life
- Monitor the implementation of the policy through reports from the headteacher and subject leader
- Ensure the policy is published on the school website and made available free of charge to anyone who requests it

### **The Headteacher and Curriculum Lead**

- The Headteacher and Curriculum Lead are responsible for:
- Ensuring that RSHE is taught consistently across the school in line with this policy
- Managing requests to withdraw pupils from non-statutory/non-science components of sex education (see section on parental withdrawal)
- Ensuring staff are given sufficient training and resources to deliver RSHE effectively
- Monitoring the quality of teaching and learning in RSHE
- Liaising with the governing board on policy development and implementation
- Ensuring the policy is reviewed annually and updated as necessary
- Handling any complaints regarding RSHE in line with the school's complaints policy
- Ensuring consultation with parents, staff and pupils takes place when reviewing the policy
- Ensuring the policy reflects the views of the whole school community

### **The Lead for Learning for Life (PSHE & RSHE Subject Lead)**

The subject leader is responsible for:

- Leading the development and implementation of the RSHE curriculum
- Monitoring the delivery of RSHE through book looks, scrutinise planning, learning walks, lesson drop-ins and pupil voice
- Providing support and guidance to staff teaching RSHE
- Coordinating staff training and identifying training needs
- Keeping up to date with developments in RSHE education and statutory guidance
- Liaising with external agencies and visitors who support RSHE delivery
- Reviewing and recommending resources for teaching RSHE
- Leading the annual review of this policy
- Reporting to the headteacher and governing board on the quality and impact of RSHE provision
- Maintaining records of curriculum coverage and assessment
- Ensuring the curriculum is age-appropriate and meets statutory requirements

### **All Staff**

All staff are responsible for:

- Delivering RSHE in a sensitive, factual and non-judgemental way
- Modelling positive attitudes to RSHE and relationships
- Responding to the needs of individual pupils, including those with SEND
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory sex education
- Following the school's safeguarding procedures if a disclosure is made or a safeguarding concern arises during RSHE lessons
- Answering pupils' questions in an age-appropriate manner, consistent with the planned curriculum and the school's safeguarding responsibilities
- Using professional judgement to determine whether questions should be answered in whole-class teaching, addressed individually, or referred to parents/carers
- Attending training on RSHE delivery as required
- Treating all pupils with dignity and respect

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

## **Pupils**

Pupils are expected to:

- Engage fully in RSHE lessons
- Treat others with respect and sensitivity when discussing issues related to RSHE
- Follow the school's behaviour policy during RSHE lessons
- Ask questions and seek clarification when needed
- Respect the privacy and confidentiality of their classmates
- Speak to a trusted adult if they have concerns or need further support

## **Parents and Carers**

We recognise that parents and carers are the prime educators for children on many aspects of RSHE. We encourage parents and carers to:

- Support the school's approach to RSHE by reinforcing learning at home
- Engage with the school's consultation process when the policy is reviewed
- View curriculum materials and resources upon request
- Discuss any concerns about RSHE provision with the headteacher or subject leader
- Continue conversations started in class at home, where appropriate
- Inform the school of any concerns their child may have about RSHE lessons

### **14. Parents' right to withdraw**

It is important that parents understand exactly what they can and cannot withdraw their children from in RSHE education.

#### **What parents CANNOT withdraw their children from:**

Parents do not have the right to withdraw their children from:

1. Relationships Education - This is statutory for all primary pupils and covers topics such as:
  - Families and people who care for me
  - Caring friendships
  - Respectful relationships
  - Online relationships
  - Being safe
  - Understanding consent and personal boundaries
2. Health Education - This is statutory for all primary pupils and covers topics such as:
  - Mental wellbeing
  - Internet safety and harms
  - Physical health and fitness
  - Healthy eating
  - Health and prevention
  - Basic first aid

National Curriculum for Science - This includes statutory content on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- The main stages of the human life cycle
- The physical changes that take place at puberty, why they happen and how to manage them (including menstruation)

All of the above content is statutory and forms an essential part of safeguarding pupils, promoting their wellbeing, and meeting our duties under the Equality Act 2010.

What parents CAN withdraw their children from:

Parents **do** have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSHE, except for content covered in the Science curriculum (listed above).

At Maybury Primary School, we provide additional sex education in Year 6 that goes beyond the National Curriculum for Science. This includes:

Year 6 Sex Education content (from which parents may request withdrawal):

- explore the process of conception and pregnancy
- The process of how babies are born, including labour and delivery
- Discussion of loving, respectful and committed adult relationships.

Content that remains part of Science/Relationships Education (from which parents cannot withdraw):

- Basic facts about puberty and physical changes (Science curriculum)
- Understanding that babies grow inside the mother's uterus (Science curriculum)
- Understanding reproduction as part of the human life cycle (Science curriculum)
- Learning about different types of families and relationships (Relationships Education)
- Learning about personal safety and recognising inappropriate behaviour (Relationships Education)

How to request withdrawal from sex education:

Parents of Year 6 children will receive a detailed letter in the Summer term (typically sent home in May), prior to the teaching of our 'Relationships and changes' topic. This letter will:

- Clearly identify which specific lessons constitute sex education (from which withdrawal is possible)
- Explain which content is part of Science or Relationships Education (from which withdrawal is not possible)
- Provide dates for when each lesson will be taught

- Provide materials for parents to view (we do not show any videos during the year 6 sexual education lesson)

If, after viewing the materials and discussing the content with school staff, you wish to withdraw your child from the sex education elements, you should:

1. Request a meeting with the headteacher to discuss your request and understand the implications
2. Complete the withdrawal form (Appendix 3) and return it to the school office
3. The headteacher will automatically grant your request for withdrawal from sex education content (other than what is taught in Science)

What happens if a child is withdrawn:

- Your child will be given appropriate, purposeful alternative learning activities during the sex education lessons from which they have been withdrawn
- These activities will be completed in a different classroom with appropriate supervision
- Your child will continue to participate in all Science lessons covering puberty and reproduction, and all Relationships and Health Education lessons
- We will work with you to ensure your child does not feel isolated or different from their peers
- We encourage parents who withdraw their children to discuss these topics at home in a way that aligns with their family values

Important information:

- Withdrawal only applies to the sex education elements taught in Year 6 (as specified above)
- Your child cannot be withdrawn from learning about puberty, physical changes, the human life cycle, different families, or staying safe - these are statutory requirements
- We strongly encourage parents to allow their children to participate in all RSHE lessons, as this education plays a vital role in safeguarding and preparing children for secondary school
- Research shows that comprehensive RSHE helps keep children safe and supports them to make informed, healthy choices

If you have any questions about what your child can or cannot be withdrawn from, or would like to discuss the content in more detail, please contact:

**Mrs Katie Gregory** (Learning for Life Lead) via the school office

**Mrs Amanda Merritt** (Headteacher) via the school office

We are committed to working in partnership with parents to ensure all children receive the education they need to stay safe and healthy.

### **15. Answering Difficult Questions**

RSHE lessons may lead to pupils asking questions about relationships, their bodies or issues they may have seen or heard about. Teachers will answer questions in a factual, age-appropriate and sensitive manner that is consistent with the planned curriculum and the school's safeguarding responsibilities.

Teachers will use their professional judgement to determine whether a question should be answered in whole class teaching, addressed individually, or referred to parents or carers where appropriate. If a question raises a safeguarding concern, staff will follow the school's safeguarding procedures in line with statutory guidance.

Pupils will be encouraged to speak to a trusted adult / parent/carer if they have concerns or need further support. Sign posting to support services where needed.

### **16. Staff Training and Development**

At Maybury Primary School, we are committed to ensuring all staff have the knowledge, skills and confidence to deliver high-quality RSHE education.

#### **Induction Training**

All new staff will receive RSHE training as part of their induction, which will include:

- An overview of the school's RSHE policy and curriculum
- Statutory requirements for RSHE teaching
- Safeguarding procedures and how they relate to RSHE
- How to respond to pupils' questions appropriately
- Resources available to support teaching
- How to access further support and guidance

New staff will be provided with:

- A copy of this policy
- Curriculum maps and schemes of work
- Access to teaching resources
- Contact details for the RSHE/ Learning for life subject leader

#### **Ongoing Training**

All staff teaching RSHE will receive regular training and updates, including:

- Annual training on RSHE delivery during dedicated staff meetings or INSET days
- Updates on statutory guidance when changes are made to government requirements

- Safeguarding training including how to respond to disclosures made during RSHE lessons
- Training on specific topics such as teaching about puberty, online safety, or supporting pupils with SEND
- Training on equality and diversity including how to teach about different families and LGBT+ inclusion in an age-appropriate way
- Staff delivering RSHE will receive regular updates on statutory guidance and safeguarding developments relevant to RSHE.

### **Identifying Training Needs**

Training needs are identified through:

- Staff self-assessment and feedback
- Lesson observations and monitoring activities
- Changes to statutory guidance or curriculum content
- Feedback from pupils and parents
- Annual performance management reviews

Visitors from outside the school, such as school nurses or sexual health professionals are invited into school to provide support and training to staff teaching RSHE, as required.

## **17. Monitoring arrangements**

### Monitoring Delivery

The delivery of RSHE is monitored by the Lead for Learning for Life (PSHE/ Learning for life & RSHE Subject Lead) through:

- Book looks - reviewing pupils' work to assess understanding and progression
- Planning reviews - checking that teaching plans cover statutory requirements and are age-appropriate
- Learning walks - observing teaching practice and classroom environment
- Lesson observations - formal and informal observations of RSHE lessons
- Pupil voice - gathering feedback from pupils about their learning and understanding
- Evidence on Seesaw - reviewing digital evidence of learning
- Staff feedback - discussions with teachers about delivery, resources and training needs
- Parent feedback - gathering views from parents through surveys and consultation

### Evaluating Impact

We evaluate the impact and effectiveness of our RSHE curriculum by assessing:

#### Pupil outcomes:

- Pupils' knowledge and understanding of RSHE topics
- Pupils' ability to apply learning to real-life situations
- Pupils' confidence in discussing RSHE topics
- Pupils' ability to recognise unsafe situations and know how to seek help
- Pupils' respect for diversity and understanding of equality

#### Quality of teaching:

- Teachers' confidence in delivering RSHE
- Appropriateness of resources and materials used
- Effectiveness of differentiation for pupils with SEND
- Integration of RSHE across the curriculum

#### Whole school approach:

- Consistency of delivery across year groups
- Alignment with school values and ethos
- Links to safeguarding and pastoral support
- Engagement of parents and the wider community

#### Safeguarding impact:

- Number and nature of disclosures made during RSHE lessons
- Pupils' understanding of how to report concerns
- Effectiveness of RSHE in supporting safeguarding objectives

#### Assessment

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. Assessment in RSHE is primarily formative, focusing on:

- Pupils' ability to articulate their understanding
- Pupils' participation in discussions and activities
- Pupils' application of knowledge to scenarios and problem-solving
- Pupils' development of skills such as empathy, communication and decision-making

Teachers use a range of assessment methods including:

- Observation of pupils during lessons
- Review of pupils' written work and reflections
- Questioning and discussion

- Self and peer assessment activities

Assessment information is used to:

- Identify pupils who may need additional support
- Adapt teaching to meet pupils' needs
- Plan future lessons and curriculum development
- Report to parents on pupils' personal development

## **18. Policy Review**

This policy has been developed through a comprehensive consultation process involving all key stakeholders. We are committed to proactively engaging and consulting with Governors, parents, pupils and staff to ensure our RSHE provision meets the needs of our school community and that parents understand the importance of effective RSHE in promoting and protecting the wellbeing of all children.

Our most recent consultation process (Academic Year 2025-26):

### **1. Initial Review (January 2026)**

- The Learning for Life Lead reviewed the updated statutory guidance published by the DfE in July 2025
- A working group of staff reviewed our existing policy and curriculum against the new requirements
- We identified areas where our policy and practice needed to be updated to comply with the September 2026 implementation date

### **2. Staff Consultation (June 2026)**

- All teaching staff were given a copy of the draft updated policy to review
- A staff meeting was held on 24<sup>th</sup> June to discuss the proposed changes
- Staff were able to share feedback via email

The clarity and workability of the policy

- Any training needs they identified
- Resources and support required for implementation
- Concerns or questions about delivering the updated curriculum

### **3. Governing Board Consultation (June 2026)**

- The draft policy was shared with governors in June 2026

- A presentation was delivered at an extraordinary Governing Board meeting on 25<sup>th</sup> June outlining:
- Changes to statutory requirements from September 2026
- Proposed updates to our policy and curriculum
- Plans for staff consultation
- Plans for parent consultation

Governor feedback:

- Governors approved the proposed approach to consultation
- Governors emphasised the importance of clear communication with parents about withdrawal rights

#### **4. Parents (July 2026)**

The draft policy was shared with governors in July 2026.

An email was created for parents to provide feedback [rshe@maybury.surrey.sch.uk](mailto:rshe@maybury.surrey.sch.uk)

Ongoing engagement with parents:

Beyond formal policy reviews, we engage with parents about RSHE through:

- Open-door policy for parents to view curriculum materials by appointment
- Parents' evenings where RSHE is discussed as part of children's personal development
- Opportunities to meet with the RSHE Lead or headteacher to discuss any concerns

We actively encourage parents to:

- Continue conversations started in RSHE lessons at home
- Share any concerns or questions with school staff
- View curriculum materials to understand what their child is learning
- Attend information sessions to see teaching resources
- Engage with consultation processes when the policy is reviewed

Future consultation:

We may also consult with parents, staff and pupils between formal reviews if:

- There are significant changes to statutory guidance
- We identify emerging needs or issues in our school community
- We plan to introduce new resources or change our approach to teaching sensitive topics
- Feedback from stakeholders suggests our policy needs updating

We are committed to maintaining an open, transparent dialogue with all members of our school community about RSHE, recognising that effective partnership between school and home is essential for supporting children's wellbeing and development.

Key Stage 1 (**JIGSAW RELATIONSHIPS**)

Year 1		
Lesson 1	Lesson 2	Lesson 3
<p><b>Learning Intention</b> I can identify the members of my family and understand that there are lots of different types of families</p>	<p><b>Learning Intention</b> I can identify what being a good friend means to me.</p>	<p><b>Learning Intention</b> I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p>
Lesson 4	Lesson 5	Lesson 6
<p><b>Learning Intention</b> I know who can help me in my school community</p>	<p><b>Learning Intention</b> I can recognise my qualities as person and a friend</p>	<p><b>Learning Intention</b> I can tell you why I appreciate someone who is special to me</p>
Year 2		
Lesson 1	Lesson 2	Lesson 3
<p><b>Learning Intention</b> I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p>	<p><b>Learning Intention</b> I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p>	<p><b>Learning Intention</b> I can identify some of the things that cause conflict with my friends</p>
Lesson 4	Lesson 5	Lesson 6
<p><b>Learning Intention</b> I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p>	<p><b>Learning Intention</b> I recognise and appreciate people who can help me in my family, my school and my community</p>	<p><b>Learning Intention</b> I can express my appreciation for the people in my special relationships</p>

Key Stage 2 **SUMMER 1 (JIGSAW RELATIONSHIPS)**

Year 3		
Lesson 1	Lesson 2	Lesson 3
<p><b>Learning Intention</b> I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p>	<p><b>Learning Intention</b> I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener</p>	<p><b>Learning Intention</b> I know and can use some strategies for keeping myself safe online</p>
Lesson 4	Lesson 5	Lesson 6
<p><b>Learning Intention</b> I understand how people around the world help and influence my life and that media doesn't always show complete information</p>	<p><b>Learning Intention</b> I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes.</p>	<p><b>Learning Intention</b> I know how to express my appreciation to my friends and family</p>
Year 4		
Lesson 1	Lesson 2	Lesson 3
<p><b>Learning Intention</b> I can recognise situations which can cause jealousy in relationships</p>	<p><b>Learning Intention</b> I can identify someone I love and can express why they are special to me</p>	<p><b>Learning Intention</b> I can tell you about someone I know that I no longer see</p>
Lesson 4	Lesson 5	Lesson 6
<p><b>Learning Intention</b> I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p>	<p><b>Learning Intention</b> I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</p>	<p><b>Learning Intention</b> I know how to show love and appreciation to the people and animals who are special to me</p>

Year 5		
Lesson 1	Lesson 2	Lesson 3
<b>Learning Intention</b> I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.	<b>Learning Intention</b> I understand that belonging to an online community can have positive and negative consequences	<b>Learning Intention</b> I understand there are rights and responsibilities in an online community or social network
Lesson 4	Lesson 5	Lesson 6
<b>Learning Intention</b> I know there are rights and responsibilities when playing a game online.	<b>Learning Intention</b> I can recognise when I am spending too much time using devices (screen time)	<b>Learning Intention</b> I can explain how to stay safe when using technology to communicate with my friends  I understand I have rights about my personal data
Year 6		
Lesson 1	Lesson 2	Lesson 3
<b>Learning Intention</b> I know that it is important to take care of my mental health.	<b>Learning Intention</b> I know how to take care of my mental health	<b>Learning Intention</b> I understand that there are different stages of grief and that there are different types of loss that cause people to grieve
Lesson 4	Lesson 5	Lesson 6
<b>Learning Intention</b> I can recognise when people are trying to gain power or control	<b>Learning Intention</b> I can judge whether something online is safe and helpful for me	<b>Learning Intention</b> I can use technology positively and safely to communicate with my friends and family

Key Stage 1 **(CHANGES)**

Year 1		
Lesson 1	Lesson 2	Lesson 3
<p><b>Learning Intention</b> We are learning to keep ourselves clean.</p>	<p><b>Learning Intention</b> We are learning to recognise types of touch we do and do not like. Including 'NSPCC Pants Rule.'</p>	<p><b>Learning Intention</b> We are learning explore different types of families and who to go to for help and support.</p>
Year 2		
Lesson 1	Lesson 2	Lesson 3
<p><b>Learning Intention</b> We are learning to recognise cycles of life in nature.</p>	<p><b>Learning Intention</b> We are learning to describe the process of growing from young to old.</p>	<p><b>Learning Intention</b> We are learning to recognise how my body has changed since I was a baby.</p>

Key Stage 2 **(CHANGES)**

Year 3		
Lesson 1	Lesson 2	Lesson 3
<p><b>Learning Intention</b> We are learning to challenge gender stereotypes.</p>	<p><b>Learning Intention</b> We are learning there are differences between males and females. We are learning to consider touch and to know that a person has the right to say what they like and dislike.</p>	<p><b>Learning Intention</b> We are learning how different cultures celebrate growing up.</p>
Year 4		
Lesson 1	Lesson 2	Lesson 3
<p><b>Learning Intention</b> To explore the human lifecycle (changes and difference at each stage; baby, toddler, child, teenager, adult).</p>	<p><b>Learning Intention</b> We are learning about the concept of personal hygiene and its importance. Introducing puberty</p>	<p><b>Learning Intention</b> We are learning about emotional changes during puberty.</p>
Year 5		
Lesson 1	Lesson 2	Lesson 3
<p>To explore the differences between males and females and to name the body parts</p>	<p>We are learning what erections and wet dreams are and how they affect men. We are learning that boys go through gender specific experiences during puberty.</p> <p>We are learning what the menstrual cycle is and how it affects women. We are learning that girls go through gender specific experiences during puberty.</p>	<p>To explore the impact of puberty on the body and the importance of physical hygiene.</p>

Year 6			
Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p><b>Learning Intention</b> We are learning to describe how and why the body changes during puberty in preparation for reproduction.</p>	<p><b>Learning Intention</b> We are learning to explore the process of conception and pregnancy.</p>	<p><b>Learning Intention</b> We are learning about physical &amp; emotional behaviour in relationships</p>	<p><b>Learning Intention</b> We are learning to explore positive and negative ways of communicating in a Relationship</p>

## Appendix 2– Parent information letter templates

### Year 5

Dear Parents/Carers,

As part of the Year 5 Science and PSHE curriculum, the children will be learning about puberty during the week commencing xxxxxxxx. It is important that children learn about the changes that will happen to them as part of growing up and these sessions include content which is part of our statutory relationships PSHE curriculum and the science curriculum.

The sessions will be led by Mrs Melling. The sessions will cover personal care, body changes and naming body parts and their functions. The children will be divided into a boys and a girls group so they will be able to talk in confidence about issues more specific to their gender.

We would always encourage parents to have a discussion with their children before the session, if you have any questions or if you would like to view the materials being shared during these sessions please email the class teacher ([FoxClass@maybury.surrey.sch.uk](mailto:FoxClass@maybury.surrey.sch.uk)).

Kind regards



Mrs Merritt  
Headteacher

## Year 6

Dear Parents/Carers,

As part of the Year 6 Science and PSHE curriculum, the children will be learning about relationships, puberty and human reproduction during the week commencing xxxxxxx. It is important that children learn about the changes that will happen to them as part of growing up and these sessions include content which is part of our statutory relationships PSHE curriculum.

The sessions will be led by Mrs Petersford. The sessions will cover the human life cycle, how and why the body changes during puberty and positive and negative ways of communicating in a relationship. Please see attached our overview of each session.

The children will be divided into a boys and a girls group so they will be able to talk in confidence about issues more specific to their gender and these sessions are delivered in a sensitive manner.

We would always encourage parents to have a discussion with their children before the session, if you have any questions or would like to view the materials being shared in the session please contact the class teacher. ([Owlclass@maybury.surrey.sch.uk](mailto:Owlclass@maybury.surrey.sch.uk)).

Kind regards



Mrs Merritt  
Headteacher

### Appendix 3 – Withdraw letter template for parents

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			

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

## Appendix 4– RSHE Overview for all year groups

This appendix demonstrates how Maybury Primary School meets all statutory Relationships Education and Health Education requirements contained within the DfE RSHE Guidance (July 2025)

<b>Statutory guidance on relationships education, relationships and sex education (RSE) and health education.</b>	<b>Learning for life curriculum</b>	<b>Science curriculum</b>	<b>Taught during RSE week</b>	<b>Other links to the curriculum</b>
<b>Families and people who care for me</b>				
That families are important for children growing up safe and happy because they can provide love, security and stability.	All			<b>Protected characteristic texts</b>
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	Yr 1 Yr 2 Yr 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.	Yr 1 Yr 2 Yr 3			<b>Assemblies</b>
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	Yr 1 Yr 2 Yr 4			
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Yr 2 Yr 3 Yr 4 Yr 6		Yr 6	<b>RE- Yr 3</b>
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	All		Yr 6	<b>Online safety Yr 5</b>
<b>Caring friendships</b>				
how important friendships are in	All			

making us feel happy and secure, and how people choose and make friends.				
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.	All		Yr 6	
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.	Yr 2 Yr 3 Yr 4 Yr 5			
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.	All		Yr 6	
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	All			
How to manage conflict, and that resorting to violence is never right.	Yr 2 Yr 3 Yr 4 Yr 5 Yr 6			
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	All			
<b>Respectful Relationships</b>				
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	Yr 1 Yr 2 Yr 3 Yr 5 Yr 6			

The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	<b>All</b>			
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.	<b>All</b>			<b>School values Assemblies</b>
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.	<b>Yr 2 Yr 3 Yr 4 Yr 5 Yr 6</b>			
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.	<b>All</b>			<b>School values Assemblies</b>
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	<b>All</b>			
The conventions of courtesy and manners.	<b>All</b>			<b>Class charters Assemblies The Maybury Way</b>
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	<b>All</b>			
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	<b>All</b>			

What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	<b>All</b>			
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	<b>All</b>			<b>Assemblies</b>
<b>Online safety and awareness</b>				
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.	<b>Yr 3 Yr 4 Yr 6</b>			<b>Project Evolve/Computing curriculum/ Online Safety- Yr 1 Online Safety- Yr 3 Online safety Yr6</b>
How to critically evaluate their online relationships and sources of information, including awareness of the risks 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.	<b>Yr 2 Yr 3 Yr 5 Yr 6</b>			<b>Online Safety- Yr 1 Online Safety- Yr 3 Online safety Yr6</b>
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.	<b>Yr 3 Yr 5 Yr 6</b>			<b>Online Safety- Yr 3 Online Safety- Yr 5 Online safety Yr6</b>
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location	<b>Yr 2 Yr 3 Yr 5 Yr 6</b>			<b>Online Safety- Yr 1 Online Safety- Yr 3 Online safety Yr6</b>

settings to protect information online.				
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.	Yr 5 Yr 6			Online Safety- Yr 1 Online Safety- Yr 3 Online safety Yr6
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.	Yr 3 Yr 5 Yr 6			Online Safety- Yr 1 Online Safety- Yr 3 Online safety Yr6
<b>Being safe</b>				
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.	Yr 3 Yr 4 Yr 5 Yr 6			Computing Online safety week Assemblies Online safety Yr6
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.	Yr 1 Yr 2 Yr 5 Yr 6			Computing Online safety
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	All			
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	Yr 1 Yr 2 Yr 5 Yr 6			Computing Online safety week Assemblies Online safety- Yr 3
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	Yr 2 Yr 5 Yr 6		Yr 6	Computing Online safety week Yr 5 Assemblies Anti-bullying week
How to report abuse, concerns about something seen online or experienced in real life, or feelings	All		Yr 6	Anti-bullying week

of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.				
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.	All		Yr 6	Computing Online safety week Assemblies
<b>Physical health and fitness</b>				
The characteristics and mental and physical benefits of an active lifestyle.	Yr 1 Yr 3 Yr 4 Yr 6	Yr 3 Yr 6		PE Life space – YR 3
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.	Yr 1 Yr 3 Yr 4	Yr 3 Yr 6		PE Life space – YR 3
The risks associated with an inactive lifestyle (including obesity).	Yr 3	Yr 3 Yr 6		PE Life space – YR 3
how and when to seek support including which adults to speak to in school if they are worried about their health.		Yr 6		PE Assemblies
<b>General wellbeing</b>				
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.	All	Yr 6		Assemblies
The importance of promoting general wellbeing and physical health.	Yr 2 Yr 3 Yr 4 Yr 5	Yr 6		
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	All			Zones of regulation Art- Yr 3

feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.				
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	<b>All</b>			
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	<b>All</b>			
That isolation and loneliness can affect children, and the benefits of seeking support.	<b>All</b>			
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others	<b>All</b>			<b>Anti-Bullying Week Assemblies Odd socks day</b>
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.	<b>Yr 4 Yr 6</b>			
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).	<b>All</b>			<b>Assemblies</b>
That it is common to experience mental health problems, and early support can help.	<b>Yr 2 Yr3 Yr 5 Yr 6</b>			
<b>Wellbeing online</b>				
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.	<b>Yr 3 Yr 5</b>			<b>Online safety assemblies Online Safety Week Online safety Yr 3 Computing Yr 6</b>
Pupils should be supported to discuss how online relationships can complement and support	<b>Yr 3 Yr 4 Yr 5</b>			<b>Online safety Yr 3 Computing Yr 6</b>

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.	<b>Yr 6</b>			
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.	<b>Yr 5 Yr 6</b>	<b>Yr 3</b>		<b>Online safety Yr 1 Online safety Yr 3 Computing Yr 6</b>
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	<b>Yr 3 Yr 4 Yr 5 Yr 6</b>			<b>Online safety Yr 3 Online Safety Week Yr 4 Computing Yr 6</b>
Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	<b>Yr 3 Yr 5 Yr 6</b>			<b>Online safety Yr 3 Online Safety Week Yr 5 Computing Yr 6</b>
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	<b>Yr 3 Yr 4 Yr 5</b>			<b>Online safety Yr 3 Computing Yr 6</b>
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.	<b>Yr 3 Yr 4 Yr 5 Yr 6</b>			<b>Online safety Yr 3 Online Safety- Yr 5 Computing Yr 6</b>
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	<b>Yr 3 Yr 4 Yr 5 Yr 6</b>			<b>Online safety Yr 1 Online safety Yr 3 Online Safety- Yr 5 Computing Yr 6</b>
How to understand the information they find online, including from search engines, and know how information is selected and targeted.	<b>Yr 3 Yr 5 Yr 6</b>			<b>Online safety Yr 3 Computing Yr 5 Computing Yr 6</b>
That they have rights in relation to	<b>Yr 2</b>			<b>Online safety Yr 1</b>

sharing personal data, privacy and consent.	Yr 3 Yr 5 Yr 6			Online safety Yr 3 Computing Yr 5 Computing Yr 6
Where and how to report concerns and get support with issues online	Yr 2 Yr 3 Yr 4 Yr 5 Yr 6			Online safety Yr 1 Online safety Yr 3 Computing Yr 6
<b>Healthy eating</b>				
What constitutes a healthy diet (including understanding calories and other nutritional content).	Yr 1 Yr 2 Yr 3 Yr 4 Yr 5	Yr 3 Yr 6		DT- All Life space – Yr 3
Understanding the importance of a healthy relationship with food.	Yr 2 Yr 3 Yr 5	Yr 3 Yr 6		Life space – Yr 3
The principles of planning and preparing a range of healthy meals.	Yr 2 Yr 3 Yr 5	Yr 3 Yr 6		DT- All Life space – Yr 3
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).	Yr 2 Yr 3 Yr 5 Yr 6	Yr 3 Yr 4		Life space – Yr 3
<b>Drugs, alcohol, tobacco and vaping</b>				
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.	Yr 1- medicine Yr 3 Yr 4 Yr 5 Yr 6			Life space Yr 5
<b>Health protection and prevention</b>				
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	All			
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Yr 2 Yr 4 Yr 5	Yr 3		
The importance of sufficient good quality sleep for health, the amount of sleep recommended for	Yr 1 Yr 2 Yr 6	Yr 3 Yr 6		Computing Yr 5 Life space- Yr 3

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.				
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.	Yr 1 Yr 2 Yr 3 Yr 6	Yr 4		
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Yr 1 Yr 2 Yr 3 Yr 6		Yr 1 Yr 5	
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.	Yr 6			Jigsaw assemblies
<b>Personal safety</b>				
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Yr 1 Yr 3 Yr 4 Yr 5			Assemblies Fire drills
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	Road- Yr 1 Water- Yr 3 Yr 6	Sun – Yr 1		Railways and level crossing assemblies Road safety assemblies Walking training Yr 3 Bikeability Yr 4 and Yr 6 Swimming- Yr 5 and Yr 6
<b>Basic first aid</b>				
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Yr 3 Yr 4 Yr 5			
Concepts of basic first aid, for example dealing with common injuries and ailments, including	Yr 2 Yr 5 Yr 6			

head injuries.				
<b>Developing bodies</b>				
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.		<b>Yr 5</b>	<b>Yr 3 Yr 4 Yr 5 Yr 6</b>	
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.			<b>Yr 3 Yr 5 Yr 6</b>	
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.		<b>Yr 5</b>	<b>Yr 5 Yr 6</b>	