



Outcomes
First Group

Relationships, Sex and Health Education (RSHE) Policy

Napier School

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) Policy

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1.0 Legal framework and linked policies

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

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2025) 'Keeping children safe in education' (KCSIE)
- DfE (2020) 'Relationships and sex education (RSHE) and health education'
- DfE (2025) Relationships Education, Relationships and Sex Education and Health Education (for introduction September 2026)

This policy will be followed in conjunction with the following school policies and procedures:

- Safeguarding Policy
- Careers Education, Information, Advice and Guidance Policy
- Spiritual, Moral, Social, and Cultural (SMSC) policy
- Equal opportunities Policy
- Online safety policy

2.0 Policy context and rationale

This relationships, sex and health education policy covers Napier School's approach to teaching relationships, sex and health education (RSHE). RSHE is an integral part of our PSHE curriculum at Napier School and covers all statutory requirements as per the DfE guidance for relationships and sex education and health education.

Parents/carers, staff and pupils have been consulted during the development and review of this policy.

Children and young people are growing up in an increasingly complex world, navigating both online and offline environments that present significant opportunities alongside definite risks. In line with **statutory RSHE and Health Education (2025)**, [Keeping Children Safe in Education](#) and the provisions of the **Equality Act (2010)**, our curriculum plays a central role in safeguarding by equipping pupils with the knowledge, skills and understanding to recognise risk, stay safe and make informed decisions about their wellbeing, relationships and health.

At our school, RSHE is not taught in isolation but is embedded within a whole-school safeguarding approach. RSHE provides accurate, age-appropriate knowledge alongside the development of personal and social perspectives. It supports pupils to understand boundaries, consent, healthy relationships, online safety and emotional wellbeing, enabling them to manage their lives safely and positively both now and in the future whilst developing the confidence to seek help when needed.

*This approach is underpinned by our commitment to **trauma-informed and neurodiversity-affirming practice**. We recognise that behaviour and wellbeing are shaped by individual experiences, including trauma and neurodivergence. Through our **Ask, Accept, Develop (AAD)** approach, we work collaboratively with young people—asking about their preferences, accepting their experiences and needs, and developing together. This ensures that RSHE is inclusive, responsive and grounded in strong, trusting relationships.*

RSHE provision at Napier School strengthens safeguarding, promotes wellbeing, and supports all our pupils to achieve positive, lifelong outcomes and to contribute meaningfully to society.

3.0 Principles and aims of effective RSHE

RSHE provision at Napier School

- Is an identifiable part of our school curriculum, which planned and integrated across all Key Stages and classes.
- RSHE Is taught by staff who have received RSHE training and overseen by the Deputy Headteacher.
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and participation is encouraged through a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and stage.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes signposting to sources of help and advice and reliable information online.
- Embeds diversity through an inclusive whole school approach ensuring that all protected characteristics, including LGBTQ+ identities, are represented positively and routinely and all identities are respected all forms of discrimination are challenged.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities (SEND).
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Ensures setting staff have periodical RSHE training in relation to emerging issues and contextually relevant themes.
- Equips pupils to recognise, critically evaluate and respond to misinformation, disinformation, and conspiracy theories, particularly those encountered online. This includes teaching pupils how to assess

the reliability of sources, understand the potential harms of false narratives, and develop digital literacy and critical thinking skills in line with the latest [Keeping Children Safe in Education](#) guidance.

4.0 Definitions

- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.
- Relationships education focuses on building pupils' understanding of healthy, respectful relationships of all kinds, including friendships. It includes topics which keep young people safe such as consent, boundaries, communication, and respect for others.
- Health education covers the physical and mental health and wellbeing of pupils. It includes learning about mental health, emotional wellbeing, healthy lifestyles, diet, exercise, substance misuse, and personal safety.
- *At Napier School we define sex education as learning about human reproduction beyond the statutory elements of the science curriculum.*
- *Any content that supports safeguarding—such as consent, sexual health, and understanding contraception for health purposes—is part of our commitment to keeping pupils safe.*

5.0 Delivery of RSHE

At Napier School this area of the curriculum is delivered by Teachers and Teaching Assistants within classrooms. RSHE is delivered through a combination of structured learning and meaningful, everyday opportunities across the school curriculum. In addition to timetabled RSHE sessions, pupils encounter rich, personalised learning related to relationships, personal development and social understanding throughout the school day and within topic-based activities. Our curriculum recognises that learning happens both formally and informally; staff proactively identify and capitalise on “in-the-moment” opportunities to reinforce RSHE themes in real contexts, adapting to pupils' interests, needs and communication styles. This approach supports the development of practical understanding, social development and self-awareness and is responsive to individual learning pathways informed by the PSHE Association SEND planning framework.

Roles and responsibilities

The governing board will approve the RSHE policy and hold the Head to account for its implementation.

The Headteacher is responsible for ensuring that RSHE is taught consistently across the School, and for managing requests to withdraw students from sex education.

The **PSHE lead** has responsibility for:

- Ensuring that RSHE is delivered in line with statutory guidance and reflects the school's policy.
- Overseeing all required content is coherently planned and consistently taught across year groups.
- Develops wider staff by identifying training needs, providing appropriate resources, and ensuring teachers have the subject knowledge and confidence to deliver sensitive content safely and effectively.
- Working in partnership with safeguarding leads to ensure the curriculum is responsive to contextual safeguarding issues and the needs of specific pupils or groups.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress and understanding
- Responding to the needs of individual students

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

6.0 Equality, diversity and inclusion

RSHE is delivered to all pupils as part of a broad, balanced and inclusive curriculum, ensuring that every young person can access learning that is appropriate to their age, stage and individual needs. Teaching approaches are adapted to support different abilities, strengths and learning styles, enabling all pupils to participate, develop confidence and make progress.

We are committed to modelling, promoting, and teaching the values of inclusion and empowerment for all. This includes, but is not limited to, upholding the Protected Characteristics as defined by the Equality Act 2010. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment.

Our approach to tailoring RSHE is underpinned by our commitment to **trauma-informed** and **neurodiversity-affirming practice**. Through a relational and responsive approach, we seek to understand and meet underlying needs, creating a safe environment where pupils feel supported and able to engage in learning in a manner which is accessible to them.

Through RSHE, all pupils are given opportunities to explore, question and develop their understanding in a way that respects their background, identity and personal circumstances, preparing them for life in a diverse and inclusive society.

7.0 Curriculum and monitoring

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

The statutory components of RSE and health education are taught as part of the PSHE curriculum at Napier School. The curriculum is structured in accordance with the PSHE Association SEND framework, providing a coherent and progressive framework that supports accessibility, inclusivity and the effective development of pupils' knowledge, skills and understanding.

Content is delivered using a range of high-quality, evidence-informed resources drawn from reputable and recognised organisations, including PSHE Association and the NSPCC. All materials are carefully selected, quality assured and adapted where necessary, to ensure they are appropriate to the age, stage and individual needs of pupils.

Pupils' learning will be assessed through ongoing observations and evidence gathered as part of day-to-day teaching throughout the year. This evidence will be recorded using Evidence for Learning.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching, and informal drop-ins conducted by members of the senior leadership team (SLT) and the PSHE leader. The observations and findings of which will be used to identify and inform future staff training needs.

Consultation with parents and gathering of pupil voice will be conducted on a regular basis to support ongoing evolution of the curriculum to ensure it remains responsive to emerging needs and reflective of pupil's experiences and contextual needs.

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

8.0 Responding to pupils' questions

RSHE lessons may raise sensitive or controversial issues and some of these may reflect their age or stage, personal or family beliefs, faith or cultural perspectives. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues. In RSHE sessions pupils are encouraged to ask questions openly within the class working agreement or anonymously using a questions box. Teachers will provide answers that are age and stage appropriate, based on pupils' understanding.

Our whole-school culture recognises the importance of RSHE and our commitment to keeping pupils safe. We recognise pupils may ask questions about RSHE topics outside of planned lessons, and these questions may be directed to any member of staff. As part of our commitment to safeguarding, staff will use their best endeavours to respond with patience, empathy and understanding in a manner that is age and stage appropriate. However, if a staff member is unable to answer a question, then questions may be deferred to enable staff to consult colleagues or senior leaders, so an appropriate response is provided. Staff may refuse to answer questions that are inappropriate or personal to themselves, explaining the reason and guiding pupils to reliable sources, including parents or trusted adults.

9.0 RSHE and safeguarding

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world is central to the planning and delivery of RSHE.

Designated Safeguarding Leads (DSLs) work closely with PSHE/RSHE leaders to ensure safeguarding is fully embedded within curriculum content, teaching approaches and resources. This is a two-way process: staff delivering RSHE will share emerging themes, concerns or contextual safeguarding risks identified through classroom discussion, enabling DSLs to respond proactively. In turn, DSLs support staff to plan and deliver content sensitively, particularly where pupils may be vulnerable or where topics may be difficult due to the student's own prior experiences or trauma.

RSHE is delivered using appropriate distancing techniques, such as scenarios or characters, to ensure pupils can engage safely without pressure to disclose personal information. Staff signpost pupils to appropriate sources of support and work closely with pastoral systems and clinical teams to ensure timely responses to emerging needs. Any disclosures or concerns arising during lessons are treated as safeguarding matters and reported immediately to the DSL, in line with the school's safeguarding policy.

10.0 Involving parents and carers

We believe that RSHE is most effective when it is in collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents/carers of children and young people at Napier School through mutual understanding, trust and cooperation.

The school will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy, through our school newsletter. A representative sample of the resources used is available as an appendix to this policy. Parents are able to view other curriculum materials used to teach RSHE on request. The school will provide support to parents and carers when requested or in workshops which provides a valuable opportunity to develop awareness of emerging RSHE topics, review the resources being used and discover ways to build on the learning at home. Our school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

Right to withdraw

There is no right to withdraw from Relationships Education or Health Education. Parents and carers may request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all the non-statutory Sex Education, they should discuss this with Neil Kefford, Headteacher, making clear which sessions they do not wish their child to participate in. The Headteacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was discussed in classes rather than what was taught directly. Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn. A copy of withdrawal requests will be placed in the pupil's educational record.

Following the decision, except in exceptional circumstances, Napier School will respect a parent/carers' request to have their child withdrawn from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school will provide the child with sex education during one of those terms and document this process.

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

Where a question arises that is necessary to safeguard a pupil or to address potentially harmful myths or misinformation around sex education topics, staff will provide an appropriate, factual and sensitive response which will be recorded on school safeguarding systems and follow the schools' safeguarding policy. In such cases answers will be framed to support pupil's safety, wellbeing and understanding.

11.0 Policy review

Consultation with families and pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be annually or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

This RSHE policy is currently aligned with the Department for Education [Relationships Education, Relationships and Sex Education and Health Education](#) Statutory Guidance (2025).

Appendix one

Curriculum coverage PSHE, RSE and health education

KS1 and KS2 Pathways to Independence and Day to Day School RSHE Integration

RSHE Association programme of study at KS1 and KS2		RSHE practice that underpins school ethos and culture everyday
Core strand: Relationships	Families and friendships	Positive and supportive interactions throughout time in school Modelling interactions between adults, including modelling respectful behaviour Use of visuals and tangible objects to support communication, choices and pupil voice (in various forms) to develop independence Range of books shared that encompass variety of family and friendship compositions, cultural and ethnic diversities, ages and positive role models for different genders Resources and displays that model the above Songs, including turn taking songs to foster sense of belonging Role play, small world and puppets to model interactions, relationships, overcoming social conflict etc Personalised communication approaches (supported by clinical/SALT/EP) Close working with parents/carers/families to understand and support context QT robot working in personalised plans linked to communication
	Safe relationships	
	Respecting self and others- consent	
Core strand: Health and Wellbeing	Physical health and mental wellbeing	Sensory and calm spaces Support to regulate/co-regulate Range of sensory experiences offered including touch, smell and safe tasting Low stimulus areas Emotional literacy visuals/supports/ modelling/scaffolding. NB Supported/endorsed by clinical – current endorsed approaches are Zones of regulation, Level Up, Emotion coaching, ELSA and Thrive (where embedded) Access to outdoor spaces Inside and outside equipment to support gross motor skill development Enrichment activities, including animals (and school pets) and outdoor activities such as gardening, horticulture Cooking and food, sensory experiences offered linked to taste, smell and textures Range of sports and exercise (including those offered as part of SMSC provision) Yoga and movement opportunities (supported by clinical/OT) Physical, concrete and tangible resources to support learning about bodies and growing – especially those that enable touch and are anatomically correct
	Growing and changing	
	Keeping safe	

		Immersive technology linked to wellbeing such as bubble pop, tranquil scenes including music and movement 1-1 support with hygiene and intimate care when needed with personalised approaches to building independence (supported by clinical teams)
Core strand: Living in the wider world	Belonging to a community	Access to role play/role play corners Dressing up, include simple dressing up with hats and handheld objects related to jobs and work Small world experiences Real objects
	Media Literacy and digital resilience	Range of books, posters and tangible objects (such as clothing) about the world and it's people Focus days and displays alongside embedded books and resources with consideration to a wide range of ethnicities, backgrounds and LGBTQ themes
	Money and work	Pupil voice to shape ideas, determine resources through mechanisms such as school council, wellbeing council, pupil projects Work experience opportunities, such as catering and site cafes and enterprise projects Visitors to talk to young people about work and the world Immersive rooms to introduce young people to new places and experiences

	Core skills/outcomes
Relationships	Foundations of relationships, including: - Parallel play - Shared Play - Turn taking play - Co-operative play Foundations of interaction, including: - Social interaction - Peer to peer communication
Health and wellbeing	Foundations of physical wellbeing and mental health, including: - Physical activities, including sensory physical activity and therapeutic physical activity - Mental Health Supporting physical and mental wellbeing as well as safety, co-operation and life skills
Living in the wider world	Life skills, including: - Dressing and undressing - Travel and journeys and safety - Shopping, money - Cooking, eating well and safety

Core Subjects and Subject Knowledge

Encountering

effective engagement
in the learning process

Foundation

underpinning learning

Stage one		
Relationships	Self-awareness	Self-care, support and safety
	Encountering	
	- I can recognise some of the people in my family. - I can express my needs, likes and dislikes using single elements of communication (words, gestures, signs or symbols) - I respond to visuals/adult prompts about feeling uncomfortable feelings such as anger or upset. - I can make a simple choice about what to play with or explore. - I can take turns in play activities. - I can show listening by turning toward the speaker or sound. - I can show understanding of 'yes' and 'no'- consent - I can engage in parallel activity with several others. - I can listen and hold attention for a short activity (1min/2min/5min)	- I can recognise key adults and/or peers. - I can sign, say or respond to an adult asking me if I need help. - I respond to communication online such as a video call. - I know that some things should be done on my own (e.g. going to the toilet without a peer, although an adult might need to give practical support in some cases) - I can identify some of my personal belongings.
	Foundation	
	- I can communicate some things about myself. - I can notice and communicate some things about others. - I can say when I am angry or upset. - I can choose, initiate and follow through self-selected activities - I can show some listening behaviours. - I can take turns in a small group. - I can respond to a peer e.g. give them something they have asked for (verbally, signed or with visual) - I understand what is ok and not ok in familiar situations. - I can join in discussions by responding appropriately (vocalising, using gestures, symbols or signing) to simple questions about familiar events or experiences. - I can hold attention for a longer activity (10min/15min)	- I can identify people who could help me in my class and beyond. - I can say or show what keeps me safe. - I know who can help me when I use technology – including being “online”. - I can look after some of my personal belongings (e.g. hanging up my coat). - I can recognise my personal space and the personal space of others- consent

Document Name: RSHE Policy Document Type: Policy Owner: Director of Education – Standards and Practice

Health and Wellbeing	Managing feelings	Healthy Lifestyles	Changing and Growing	Self-care, support and safety
	Encountering			
	- I can say or show with visuals or signs when I am angry or upset. - I am starting to communicate some of my feelings (happy/sad) to others, using visuals or signs or by responding to prompts	- I eat some healthy foods. - I can move in different ways. - I can make different shapes with my body. - I can communicate when I feel pain. - I can show where I feel pain.	- I can point to some parts of my body when asked to by an adult or in play. - I am interested in the concrete resources shown to me about the body – including books and models. - Baby to adult	- I can ask, sign, use a visual to request help when I need it. - I can begin to keep myself safe by: Staying in a given area, using safety devices e.g. seatbelts, handrails, following simple adult prompts.
	Foundation			
	- I know some ways to help myself if I am upset or angry. - I know that others have needs and feelings which may be different to my own. - I can say or communicate what makes me happy.	- I can communicate about foods I like and dislike. - I can keep myself clean and follow simple hygiene routines such as washing hands after the toilet or playing outdoors. - I know that exercise is good for me. - I recognise that when I am hurt or unwell I may need to see a doctor, nurse or dentist.	- I know that parts of my body are private. - I know some of the correct names for my body parts – baby to adult - I know my gender (assigned at birth). - I can notice changes to my	I can follow simple adult directions to keep myself safe.

	I can begin to respond to the feelings of others.	- I know sleep and rest is important for me. - I can clean my teeth. - I know about clothes on top and underneath.	- body as I grow- not puberty related - I can communicate about touch that I am comfortable or uncomfortable with.	
Living in the wider world	World I Live in		Self-awareness/Self-care, support and safety.	
	Encountering			
	- I can recognise familiar places and people. - I am curious about others. - I can remember where objects belong, noticing detail and features of objects in my environment. - I enjoy being in the role play area. - I enjoy exploring unfamiliar objects and show curiosity. - I am curious about money and shopping.		- I can identify my own immediate family and people who support me at school. - I take part in some activities outside of school (e.g. swimming or church)	
	Foundation			
	- I can notice some simple similarities and differences between people (e.g. hair colour). - I know what jobs people around school do. - I can talk about different jobs people can do outside of school. E.g. postman, shop assistant, police officer - I know some of the rules outside of school. - I know that money is used to buy things in shops (or online).		- I know some of the rules in school. - I can identify some wider relations and friends inside and outside of school. - I know some groups I belong to.	

Additional outcomes – puberty (Years 5 and 6)	
Relationships	Health and Wellbeing
• I can identify what I like dislike to touch. • I can identify different types to touch. • I understand the boundaries of physical touch. • I know what consent is. • I can say/sign no assertively. • I can understand people need personal space • I can distinguish public and private behaviours • I can distinguish public and private places	• I can notice differences between boys and girls. • I know the names of different body parts. <i>(also in main table)</i> • I know which parts of my body are private. <i>(also in main table)</i> • I am learning about how male and female bodies change as we grow older. • I understand that puberty is natural process and it will be ok for me. • I am learning about what will happen to my body on the outside and on the inside. • I know about menstruation (biological females)

Semi- Formal KS1 and KS2

Core theme - Relationships	
Self-awareness	Self-care support and safety
Me and my class/school/community <i>Knowledge</i> I know who is in my class. I know who can help me in the classroom. I know there are classroom rules. I know my words and actions make a difference to the class. I know that people have similarities and differences. I understand who is in my school community, the roles they play and how I fit in. I am starting to understand how democracy works through the school council/in this I understand my rights and responsibilities as a member of my school. I am beginning to understand my rights and responsibilities in the wider community. I am learning about what autism means (and other neurodiversity as appropriate in context/school). I am starting to understand what motivates me. <i>Skills</i> I can identify what is going well at school. I can talk about my hopes for the year/further ahead. I can tell you about my skills. I can tell you about the skills of others. I can wait for my turn. I can make a choice. I can be courteous.	My safety with others <i>Knowledge</i> I know about different types of bullying. I know where to go for help if I am bullied I know what trust means. <i>Skills</i> I am learning to manage conflict. I am aware of my own self-image I can identify safe adults and those who can help me if I become hurt or unwell. I can identify safe adults and talk to them about things that I am worried about. My safety online (basic) <i>Knowledge</i> I know the rules for using devices in the classroom. I know who can help me in school or at home when I am online. I know that people can be hurtful or unkind online and that this is not ok. I know about unsafe relationships offline and online. I know how to report online threats/harmful content. <i>Skills</i> I can seek help for online content/interactions that worry me.

I can ask for help when I need it (could be via visuals or gestures).

I can respectfully disagree.

Me and my family

Knowledge

I know who is in my family.

I understand that families are different.

I know there are different types of relationships.

I understand that there may be different people in our families. (Wider family such as aunties and cousins).

Skills

I can talk about people who help me or inspire me (heroes).

Me and my friends

Knowledge

I know what the word friend means.

I know how friends can be similar to and different from me.

I know it is not ok to be unkind to someone who seems different from me.

I understand that my actions can affect other people.

I know what personal space means.

I know that I need to seek permission (to touch, for a hug etc)

I am learning about peer pressure and what this means.

Skills

I can play with a peer.

I can do a task with a peer.

I can work in a small group.

I can talk about being fair.

I can recognise hurtful behaviour.

I recognise that relationships may change over time and my friends may change.

I can compliment others on their skills and achievements

I can recognise unkind behaviours and seek support.

Core theme – Health and Wellbeing			
Managing feelings	Self-care support and safety	Changing and growing	Healthy Lifestyles
Understanding feelings <i>Knowledge</i> I know what makes me happy. I know what makes me sad. I know what I like. I know what I dislike. I know what it means to be angry. I know what it means to feel scared. I know what it means to feel worried. I understand what it means to feel frustrated. I understand what calm is and how it feels. I know what it means to feel relaxed. I know what it means to feel tired. I know what it means to feel hopeful. I know what it means to feel disappointed I know what jealousy means. I know that I can sometimes feel a combination of feelings such as scared, excited and confused at the same time.	Safety (offline) <i>Knowledge</i> I know there are rules to keep me safe outside like near roads or near water. <i>Skills</i> I can be safe outside. I can protect myself against the sun. I can be safe near a road. I can be safe near water.	My body <i>Knowledge</i> I know the names of some body parts. I understand boundaries for physical touch. (Year 5 and 6) I know which parts of my body are private. (Years 5 and 6) I am learning about interoception and how my body reacts to uncomfortable feelings like anger, fear and frustration. <i>Skills</i> I can name the parts of my body. I can talk about my body and about which parts of my body are private. I can talk about my body on the outside and also what happens on the inside. Changing bodies <i>Knowledge</i>	Keeping healthy <i>Knowledge</i> I know good food helps me grow and stay healthy. I know going outside is good for my wellbeing. I know some ways to keep myself healthy. I know that some things I eat or drink are unhealthy I know that sleeping and relaxing helps me to stay well and healthy I am beginning to learn about the dangers of tobacco. I know things I can do to help me feel well, like sleep and exercise. (Balance of too much screen time if applicable). I know about healthy habits. I know what a balanced diet means. I know what mental health means. I know that it is important to look after my mental health and

I know that it is normal to feel many different feelings when thinking about something new/the future. Skills I can talk about activities I enjoy. I can talk about activities I find difficult. I can talk about activities I find easy. Coping with uncomfortable feelings Knowledge I know that things don't always go the way I want them to. I know that it is important to talk about my feelings. I know crying is a normal action when a person is upset. Skills I am starting to recognise when my behaviour is not ok. I am starting to develop some strategies to manage when I feel uncomfortable feelings (angry, frustrated, tired, etc) I can identify strategies to cope when I find something challenging or frustrating. I can talk about strategies that help me when things go wrong.		I am learning about how male and female bodies change as we grow older touch (Year 5 and 6) I know about menstruation.(girls). I understand that puberty is a natural process that happens to everybody and that it will be OK for me touch (Year 5 and 6) I know that body image can impact a person's mental health. I understand the importance of looking after myself physically and emotionally. Skills I can notice changes that have happened since I was a baby. I can identify some of the changes that will happen to male and female bodies at puberty. I can express how I feel about the changes that will happen to_me during puberty. I can talk about who I am on the outside and the inside. (<i>feelings, values, gender identity if appropriate</i>)	wellbeing and seek help if I need to. I know how/where to seek help in an emergency. Skills I can try different foods. I can make some healthy choices. Health and hygiene Knowledge I know about medicines and how they can help me. I know that medicines and household products could be unsafe if not used properly. I know that germs cause disease/ illness. I know what hygiene means. I know why it is important to look after my teeth. I know about vaccinations/immunisations and how these can keep me healthy. I know about different types of drugs and some of the risks. I know the effects drug use can have on the body particularly the liver and heart. Skills I can wash my hands. I can keep myself clean.
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I can I identify strategies to cope if I feel jealous.			I can clean my teeth. I can manage my own sanitary routine (girls as appropriate)
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Core theme – Living in the wider world	
The world I live in	Self-awareness and Self-Care, support and safety
Community and others <i>Knowledge</i> I know some people who help me outside of the classroom. E.g; Doctors, dentists, fire service I am starting to understand that people are different. I know that it is ok to be different to others and still be friends with them. I recognise that people are different and I may feel envious or jealous of others at times. I know it is important to be kind (including online). I know that there are laws in this country that I have to follow. I am starting to understand what democracy is. I am starting to learn about issues affecting my community and my country (e.g; plastic pollution, climate change) I know about some different cultures I am learning what racism means. I know that there are laws about unkind behaviour towards others because of their gender, background or disability. <i>Skills</i> I can take care of my classroom. I can take care of my outdoor area. I enjoy visiting my local environment (e.g; park, woods) I can take care of my local environment (e.g; litter picking) I show respect to people from cultures that are different to my own.	Self-care and safety (digital world) <i>Knowledge</i> I know some rules for keeping myself safe online. I know what personal information means. I know how to keep my personal information safe. I know what to do if I see something online that makes me feel worried or scared. I know that things I post online can be shared and stored. I recognise that people may not always be truthful online and that not everything I see or watch is true. I understand there are rights and responsibilities in an online community or social network. I know there are rights and responsibilities when playing a game online. I know how to block users online. I know how to report online content that upsets me. I am aware that body image can be affected by what we see online. I know that images we see online can be manipulated.

Money, careers and my future

Knowledge

- I know what money is.
- I know when I might use money.
- I have visited a shop and paid for something.
- I know there are different jobs.
- I have learned from visitors who talk about the jobs they do.
- I understand that I will need money to help me achieve some of my dreams .
- I know about a range of jobs carried out by people and what they involve.
- I understand the skills people need to do different jobs.
- I know what skills I need for my own future.

Skills

- I can talk about some jobs that interest me.
- I can talk about jobs that I may like to do in the future.
- I am starting to talk about my future.

Self-care and safety (real world)

Knowledge

- I know what to do in an emergency.
- I know what consent means in basic terms (asking for and gaining permission before acting).
- I understand that some people can be exploited and made to do things that are against the law.
- I know why some people join gangs and the risks this involves.
- know that I am responsible for my own choices.
- I know where to seek help for mine or another's safety.

Skills

- I can talk about the police, hospital and fire service and what they do.
- I can ask for help in a shop/café or similar.

RSHE association themes - Primary curriculum KS1 and KS2		SEND Framework	Topic Area line
Core strand: Relationships	Families and friendships	Self awareness	People who are special to us Getting on with others Different types of relationships
	Safe relationships	Self care support and safety	Taking care of ourselves Keeping safe Trust Keeping safe online Public and private Consent
	Respecting self and others	Self awareness	Kind and unkind behaviours Playing and working together Getting on with others

Core strand: Health and Wellbeing	Physical health and mental wellbeing		Healthy Friendships
		Managing feelings	Identifying and expressing feelings
	Growing and changing	Managing feelings	Identifying and expressing feelings Managing strong feelings
		Healthy lifestyles	Healthy eating Taking care of physical health Keeping well
		Changing and growing	Baby to adult Changes at puberty Dealing with touch
Core strand: Living in the wider world	Keeping safe	Self care support and safety	Taking care of ourselves Keeping safe (including road, water, fire, online)
	Belonging to a community	The world I live in	Respecting differences between people Jobs people do Taking care of the environment Belonging to a community
		Self-awareness	Playing and working together Getting on with others
	Media Literacy and digital resilience	The world I live in	Rules and Laws
		Self care support and safety	Trust Keeping safe online
	Money and work	The world I live in	Jobs people do Rules and laws
		Self awareness	Things we are good at

Formal KS1 and KS2

KS1		
Relationships	Health and Wellbeing	Living in the wider world
<u>Self-Care Support and Safety</u> Keeping safe, Trust I can identify who I can trust to help me. <u>Changing and growing</u> Public and Private I can name parts of my body and recognise which parts of my body are private. I understand consent PANTS resources for schools and teachers NSPCC Learning <u>Self-care support and safety</u> Taking care of ourselves. Keeping safe online. 1 Decision I know who can help me in school or at home when I am online I know there are rules about how to behave when I am online. Free Resources for Year 2 Being safe Road safety	<u>Managing feelings</u> Identifying and expressing feelings. I know what I like. I know what I dislike. I am starting to recognise when my behaviour is not ok. I know what it means to feel worried <i>*Curiosity Library, I really hate spaghetti</i> I really hate spaghetti - The Curiosity Library BBC – all feelings are ok Super Mood Movers - Coping with feelings - BBC Teach <i>Worried (focused on transition so video could be better used with older students too)</i> fae-worry-lesson-guide-new-style 1 decision - worry video RAIN song about feelings Managing strong feelings I have some strategies to manage when I feel uncomfortable feelings STAND song for self regulating Breathing song to help calm <u>Healthy lifestyles</u>	<u>Self-care support and safety</u> Keeping safe online. I know some of the rules for keeping safe online. I know what to do if I see something online that makes me feel worried or scared. (film and media) *Key Stage 1 RSHE resources for teachers CBBFC Think you know Jessie & Friends: online safety education for 4-7s Taking care of the environment. I can take care of my local environment. Taking care of animals video.link/w/2ILQ Jobs people do I know what money is. I know when I might use money. I have visited a shop. Mintlings The Royal Mint Understanding money

Self-awareness

Kind and unkind behaviours.

Playing and working together.

Getting on with others.

I can play with a peer.

I understand what is bullying

I know what the word friend means.

I can talk about how friends can be the same and different..

1 decision

Free Resources for Year 1

Kindness song (great for starting the day with EYFS/KS1)

I know about personal space.

Autism and personal space

People who are special to me.

Getting on with others.

I know who is in my family.

I can share and take turns with a peer.

I am learning about being respectful.

Our Family - Showing respect - BBC Teach

Taking care of physical health.

Keeping well.

I can keep myself clean.

I can clean my teeth.

I know that rest is important for my body and mind.

I know good food helps me grow and stay healthy.

The importance of sleep

Rodd's Bad Day - Sleep is Important! - Physical wellbeing: Video playlist - BBC Bitesize

Relaxation

Progressive Muscle Relaxation for Kids... - VideoLink

Handwashing song (NHS)

How to wash your hands NHS song | NHS... - VideoLink

Healthy eating

Diet and food groups (world of bread section)

Education Resources | Our Company | Warburtons

Recipes

Food a fact of life

Self-care support and safety

Keeping safe

I know that the sun can be dangerous

I can be safe outside.

I can protect myself against the sun.

George The Sun Safe Superstar - Book Anima... - VideoLink

Money Learning Resources: Worksheets and Games | MoneySense

The world I live in

Belonging to a community.

Respecting differences

Watch MIXED by Arree Chung - EYFS Resource - Olivia and Jac Read-Along Online | Vimeo On Demand on Vimeo

KS2

External weblinks and resources to support teaching at KS2

Other resources to support teaching of these objectives can be found in RSHE Network Teams Page. OF RSHE Curriculum> KS2. *teacher sign in required

Relationships	Health and Wellbeing	Living in the Wider World
<u>Self-awareness</u> Getting on with others. Kind and unkind behaviours. I know it is not ok to be unkind to someone who seems different from me. I can recognise hurtful behaviour. The Rez – kind and unkind podcast story Join the Rez MP3 other resources here Join the Rez resources Playing and working together. I can talk about being fair. I can wait for my turn. I can recognise choices I have. I know my attitudes and actions make a difference to the class. Caring friendships resources The resources Our Class videos to accompany Story videos Our Class <u>Self-Care Support and Safety</u>	<u>Managing feelings</u> Identifying and expressing feelings Managing strong feelings I can talk about activities I enjoy. I can talk about activities I find difficult. I can talk about activities I find easy. I understand what it means to feel frustrated. I can identify strategies to cope when I find something challenging or frustrating. *Squashing the worry monster - The Curiosity Library Coping with big feelings Dealing with feelings - BBC Bitesize Understanding personal space Don't Hug Doug (He Doesn't Like It) Stor... - VideoLink Character education -resilience The Owl Who Is Afraid Of The Dark (1968) b... - VideoLink	<u>Self-care support and safety</u> Keeping safe online (film and media) I recognise that people may not always be truthful online and that not everything I see or watch is true. *Key Stage 2 RSHE Resource CBBFC Online risks CyberSprinters - NCSC.GOV.UK Jobs people do I know there are different jobs. I can talk about some jobs that interest me. I can talk about jobs that I may like to do. Linking career-related learning to RSHE Primary Platform Challenging career stereotypes

Keeping safe, Trust I can identify safe adults and those who can help me if I become hurt or unwell. How to make a call to emergency services - BBC Teach Being safe Road safety <u>Education resources – THINK!</u> <u>Changing and growing</u> Public and Private I can name parts of my body and talk about them I know what consent means. PANTS resources for schools and teachers NSPCC Learning Kids and consent <u>Self Care, support and safety</u> Keeping safe online. I know that people can be hurtful or unkind online and that this is not ok. I know how to seek help if this happens to me. I know that personal information should not be shared online. I recognise that people may not always be truthful online and that not everything I see or watch is true.. Sharing online (think you know resources) Play Like Share: Episode 1... - VideoLink Sharing online and friends online Play Like Share: Episode 2... - VideoLink Game 8-10s CEOP Education	Character education – growth mindset The Most Magnificent Thing Storytime... - VideoLink Character education – perseverance Introducing Perseverance to Children - Sta... - VideoLink <u>Healthy lifestyles</u> Healthy eating I can talk about some healthy choices. I know that some things I eat or drink are unhealthy. Operation Ouch - Fuelling the Body Scien... - VideoLink Diet The Eatwell Guide - NHS Food groups See the foods that give us loads of energy... - VideoLink From grain to plate section Education Resources Our Company Warburtons Visual recipes Visual Recipes Taking care of physical health. Keeping well I can understand the difference between being healthy and unhealthy. I know some ways to keep myself healthy Mental health - mindfulness Super Mood Movers - Wellbeing - BBC Teach Mental health and depression	A Class That Turned Around Kids' Assumptio... - VideoLink Belonging to a community I know that I can be involved in my class, school and community. Looking after animals responsibly Responsibility and Ethics - RSPCA Education - Education - rspca.org.uk Taking care of the environment. I know why looking after the environment is important. I know about recycling. I know some things I can do to help the environment. A Tour in a Recycling Factory - Why is Rec... - VideoLink How can fashion be better for the planet? - KS2 - The Regenerators - BBC Bitesize What is Fairtrade? - Fairtrade
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<u>Self-awareness</u> Kind and unkind behaviours. Getting on with others. I know it is not ok to be unkind to someone who seems different from me. I can tell you about bullying. I can recognise hurtful behaviour. <u>Draw My Life Lara's bullying story... - VideoLink</u> <u>Choose respect anti-bullying 2024</u>	<u>The Colour Thief by Andrew Fusek Peters an... - VideoLink</u> Dental health <u>Looking after your teeth - The Children's University of Manchester</u> Importance of drinking water <u>Why is water so important? - BBC Bitesize</u> I know a little about medicines and how it can help me. I know some simple first aid. Bites and stings – first aid <u>KS2 Bites and Stings First Aid Lesson Plan and Teaching Resources St John Ambulance St John Ambulance</u> Asthma <u>KS2 Asthma First Aid Lesson Plan and Teaching Resources St John Ambulance St John Ambulance</u> <u>Managing feelings</u> Identifying and expressing feelings I know what it means to feel relaxed. Meditation <u>Balloon (Peace Out: Guided Meditation for ... - VideoLink</u> <u>Self-care support and safety</u> Keeping safe I can take actions to keep myself safe in different places including roads <u>Road safety - BBC Bitesize Foundation Pers... - VideoLink</u> I know why sun safety is important. <u>What does this forecast mean? - Met Office</u>	
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Changing and growing

Changes at puberty (Year 5 and 6)

I understand the importance of looking after myself physically and emotionally .

I know that body image can impact mental health.

Does Puberty Mess With Your Mind? |

Boyinaband! | Jimmy Investigates

Growing Up | KickthePJ | Rise Above

Various resources Resource hub – Planet Puberty

KS2

Appendix two Statutory Relationships and Sex Education content

Relationships and sex education, primary content

Families and people who care for me:

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.

Caring friendships

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.

Respectful, kind relationships

1. 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.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
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.
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.
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. %
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
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.
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.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

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.
2. 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.
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.
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.
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.
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.

Being Safe

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.
 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.
 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
 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.
 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
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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.
 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



Outcomes
First Group