

Davington Primary School



Personal, Social, Health and Economic (PSHE) Relationship, Health and Sex education (RSHE) Policy

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1. Aims

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

The aims of Relationships, Health and Sex 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

2. Statutory requirements

PSHE is a non-statutory subject. However, as a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Davington Primary School, we teach RSHE as set out in this policy.

3. Policy development

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

1. Review – PSHE lead attended RSHE and PSHE CPD training to audit our current practice and review the new 2025 RSHE statutory guidance delivered by the PSHE Association.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSHE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

PSHE at our school is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of delivery. We recognise the importance of PSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching aim of PSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and relevant acts and guidance.

PSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes.

5. Curriculum

Our PSHE and RSHE curriculum follows the PSHE Association Curriculum model, which offers us a comprehensive, carefully thought-through Scheme of Work, and brings consistency and progression to our children's learning in this vital curriculum area. This is set out as per Appendix I, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online.

We will share all curriculum materials with parents and carers upon request.

For more information about our curriculum, see our curriculum map in Appendix I.

6. Delivery of RSE

PSHE and 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.

PSHE and 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. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Primary sex education will focus on:

- The process of reproduction and birth as part of the human lifecycle:
 - How babies are conceived and born
 - How babies need to be cared for

Below is an extract from the Department for Education's statutory RSHE framework for primary schools.

Sex education **

6. about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ***

*** While Sex Education is not statutory in primary schools, the Department for Education recommends "that primaries teach Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science."*

**** Pupils may know that sexual intercourse does not always result in a baby and they may already have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.*

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single

parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

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

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

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

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about PSHE and RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers
 - Share all external materials with parents and carers

We will not, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 The Headteacher

The Headteacher is responsible for ensuring that PSHE and RSHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE in year 6 (see section 9).

8.3 Staff

Staff are responsible for:

Delivering PSHE and RSHE in a sensitive way

Modelling positive attitudes

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE

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

Mrs Bunting is PSHE/RSHE lead.

8.4 Pupils

Pupils are expected to engage fully in PSHE/ RSHE and, when discussing all areas of the curriculum, treat others with respect and sensitivity.

9. Parents' right to withdraw

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

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE. This refers to a lesson in Year 6 where the children discuss beyond biological reproduction and understand how babies are made within a loving relationship.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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

10. Training

Staff are trained on the delivery of PSHE/RSHE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of PSHE/RSHE is monitored by the PSHE Lead through planning, learning walks and pupil voice.

Pupils' development is monitored by class teachers as part of our internal assessment systems using a baseline assessment at the start of each term and revisited at the end of each term.

This policy will be reviewed annually. At every review, the policy will be approved by the Headteacher.

Appendix 1: Curriculum map

	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Year R	Healthy Choices	My feelings	Meeting a challenge	Friendship	Teamwork	Independence and perseverance
Year 1	Celebrating me you and our families	Mental health and well-being	Making friends, playing learning together.	Safety at home	Being healthy	Showing kindness to ourselves and others.
Year 2	Mental health and wellbeing	Keeping safe online	Safety outside the home	Money and work	Me, my body and staying safe	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online (recap of puberty)	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Developing our understanding of AI	Drug education: assessing risk and managing influences	Changes in puberty (and sex education)	Looking to the future

Statutory RSHE KSI

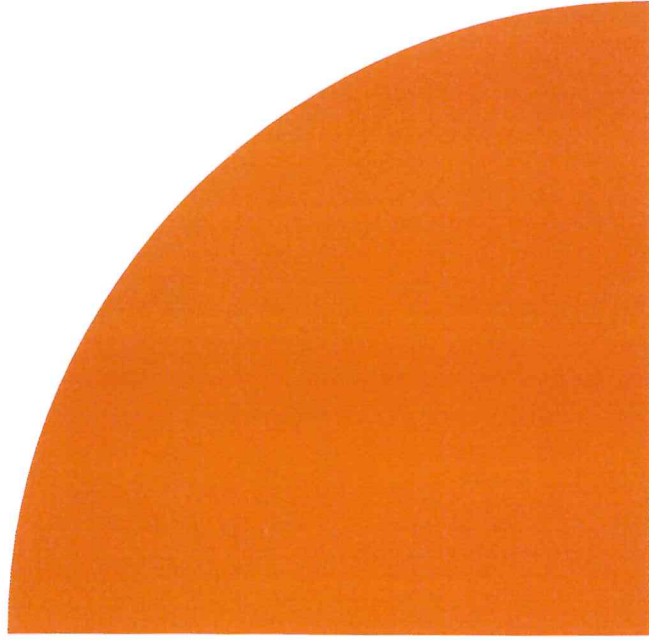
Statutory RSHE KS2

Economics and careers

Relationships and sex education curriculum map

Year group	Areas of learning and discussion
Year R	Continuing discussions around who we are, what makes us special and how we grow and change.
Year 1	- To recognise what makes them special and unique including their likes, dislikes and what they are good at - How to manage and whom to tell when finding things difficult, or when things go wrong - How they are the same and different to others - About different kinds of feelings - How to recognise feelings in themselves and others
Year 2	- About the human life cycle and how people grow from young to old - How our needs and bodies change as we grow up - To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) - About change as people grow up, including new opportunities and responsibilities
Year 3	- That everyone is an individual and has unique and valuable contributions to make - To recognise how strengths and interests form part of a person's identity - How to identify their own personal strengths and interests and what they're proud of (in school, out of school) - To recognise common challenges to self-worth e.g. finding school work difficult, friendship issues - Basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again
Year 4	- To name external genitalia and reproductive organs - About the physical and emotional changes during puberty - Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams - Strategies to manage the changes during puberty including menstruation - The importance of personal hygiene routines during puberty including washing regularly and using deodorant - How to discuss the challenges of puberty with a trusted adult - How to get information, help and advice about puberty
Year 5	- Consolidation of coverage in Year 4 – another chance for the children to ask questions that are relevant to them regarding puberty. - About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes - How to recognise, respect and express their individuality and personal qualities - Ways to boost their mood and improve emotional wellbeing - About the link between participating in interests, hobbies and community groups and mental wellbeing
Year 6	- Recap of the different changes for male and females during puberty, - Recap of menstruation and sanitary wear. - How babies are made and how they are born. - Emotions and hormones and how they affect people. - Recap the importance of personal hygiene. - Identify the links between love, committed relationships and conception - What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults - How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb - About the responsibilities of being a parent or carer and how having a baby changes someone's life - To recognise some of the changes as they grow up e.g. increasing independence - About the transition to secondary school and how this may affect their feelings

Appendix 2: By the end of primary school pupils should know:



KS1

KS2

Key Stage 1-2

PSHE education offers both explicit and implicit learning opportunities that reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. This builds on learning during the Early Years Foundation Stage (EYFS) and includes a focus on developing effective relationships (with peers, friends and family), assuming greater personal responsibility, and managing personal safety, including online. PSHE education also helps pupils to navigate the physical and emotional changes they experience, make informed choices regarding their own health and wellbeing, and develop social and emotional learning skills.

Section 1

Relationships (Sex) and Health Education (RSHE)

KS1

KS2

In this section, learning opportunities are set out under subheadings for each key stage in such a way that compulsory Relationships and Health Education content – as outlined in the statutory RSHE guidance for the primary phase – is covered in a coherent, sequenced programme, across key stages 1 and 2, alongside optional Sex Education content.

To support schools to cover all the statutory requirements in this way – and to make programme planning more manageable, while avoiding duplication – content from different sections of the statutory RSHE guidance has been combined in some subsections below. For example, statutory content from the ‘Caring friendships’ and ‘Respectful, kind relationships’ sections of the statutory RSHE guidance would all contribute to teaching about friendship, so the Programme of Study draws content from those sections together within a single ‘Friendships’ section.

Children live their lives both online and offline, and most topics within statutory Relationships and Health Education have a digital aspect, especially in key stage 2. Whilst the ‘Online life and safety’ section below is explicitly focused on this, it should be assumed that learning opportunities in all sections apply to online contexts as well, even when not explicit. For example, one learning opportunity at key stage 2 mentions ‘ways to reconcile differences and conflict positively and safely’ and ‘finding a compromise’, which would apply in both online and offline contexts.

A note about Sex Education

Sex Education is not compulsory in the primary phase, though the DfE statutory guidance recommends that ‘*primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science*’. There is therefore a suggested learning opportunity on the processes of reproduction and birth below, for schools that choose to provide age-appropriate Sex Education in key stage 2. See the statutory RSHE guidance for information on parents’ right to withdraw their child from Sex Education.

Key

There are references at the end of each learning opportunity to show which statutory RSHE guidance content that learning opportunity addresses. For example, the first learning opportunity in key stage 1, ‘*what a family is and who is in our family*’

F1 **F2** ‘addresses bullets 1 and 2 of the ‘Families and people who care for me’ section of the statutory RSHE guidance. The letters in the icons correspond to the statutory RSHE guidance sections as follows:

Relationships Education

- F** Families and people who care for me
- CF** Caring friendships
- RKR** Respectful, kind relationships
- OSA** Online safety and awareness
- BS** Being safe

Health Education (Health and wellbeing)

- GW** General wellbeing
- WO** Wellbeing online
- PHF** Physical health and fitness
- HE** Healthy eating
- DATV** Drugs, alcohol, tobacco and vaping
- HPP** Health protection and prevention
- PS** Personal safety
- BFA** Basic first aid
- DB** Developing bodies

Families

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what a family is and who is in our family **F1** **F2**
2. that there are different types of family, and that everyone's family is unique and special **F3**
3. how families show love and care, and different ways they can spend time together and share each other's lives **F2** **F4**
4. what to do if anything about family life is upsetting or concerning * **F6**

* see naming and recognising emotions in 'Mental health and wellbeing'

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

5. how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected **F3**
6. that families should provide love, care, protection, and safety for children as they grow up **F1** **F2** **F4**
7. that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships **F4** **F5**
8. that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these **F2**
9. what to do and who to talk to if someone is worried about their family or feels unsafe * **F6**

* see naming and recognising emotions in 'Mental health and wellbeing'

Friendships

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what friendship is and what makes a good friend **CF1** **CF2** **CF4**
2. how people make friends and how to be kind and caring in friendships **CF1** **CF2**
3. that friends can argue, and they can also make up **CF5** **RKR3**
4. simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument **CF6** **RKR3**
5. how to ask for help if a friendship is making them feel unhappy **CF7**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

6. about the importance of friendships; that positive friendships support wellbeing **CF1**
7. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate **CF2** **CF4** **RKR2**
8. how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) **CF1** **CF2**
9. that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences **CF1** **RKR4** **RKR2**
10. that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded **CF1** **CF3** **CF4** **GW6**
11. strategies for recognising and managing peer influence and the desire for peer approval in friendships **CF2**
12. about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others **RKR1** **RKR4**
13. that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships **CF5**
14. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary **CF7**

Respecting self and others

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging **RKR10**
2. that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things **RKR1**
3. how to respectfully express their likes, dislikes and needs, and listen to other people **RKR3** **RKR5**
4. ways to show politeness and respect **RKR7**
5. how to play cooperatively; what they can do if they feel upset or angry with someone **RKR3** **RKR6**
6. how to share, take turns and include others **CF2**
7. about kind and unkind behaviour; that someone's actions and words can be hurtful **RKR3** **RKR9**
8. how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying **RKR9** **GW7**
9. how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so **RKR11**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

10. the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others **RKR1** **RKR6** **GW1**
11. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect **RKR5** **RKR8**
12. how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own **RKR5** **RKR7**
13. how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling **RKR3** **RKR4**
14. ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise **CF6** **RKR3**
15. how to respond to situations where they experience disappointment or frustration with others **RKR3**
16. about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others **GW7** **RKR9** **WO8**
17. what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes **RKR10**
18. about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help **RKR5** **RKR6** **RKR10**

Safe relationships: consent, boundaries and trust

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully **BS1**
2. that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC **DB2**
BS2 **BS3**
3. that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina) **DB2**
4. basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe **BS4** **BS5** **BS6**
5. what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult **BS5** **RKR11**
6. to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know **RKR11** **BS4** **BS5**
7. about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe **BS2** **BS6**
8. what to do if they feel unsafe or worried for themselves or others; who and how to ask for help, the importance of keeping trying until they are heard (**RKR11**, **BS6**, **BS7**) **RKR11** **BS6** **BS7**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

9. the difference between public and private; why something might be private, and when children and adults have a right to privacy **BS2**
10. about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults **BS1** **BS3**
11. what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries **BS1** **RKR2**
12. about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts **DB2**
13. how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell **BS3**
14. how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that **BS5** **CF7**
15. about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe **BS2**
16. different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult **BS4** **BS6** **OSA2**
17. that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse **BS5** **BS6**
18. that female genital mutilation (FGM) is against British law; what to do and who to tell if they think they or someone they know might be at risk **BS2** **BS3** **BS6** **F6** **DB2**

**Whilst it is not a statutory requirement to teach about FGM at primary school, we know that FGM is performed on girls from a young age and the guidance states "Primary relationships education... should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right."*

19. how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard **BS5** **BS6** **BS7** **RKR11**

Mental health and wellbeing

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly **GW3 GW4 GW5**
2. that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well **GW2 GW4**
3. that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses **GW5 RKR3**
4. about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) **GW1**
5. simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies **GW1 GW5**
6. about different kinds of change and loss (including death); how change and loss can affect people and who can help **GW8**
7. about preparing to move to a new class or year group and how to manage feelings during times of change **GW3 GW8**
8. who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help **GW9**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

9. the importance of taking care of mental health and wellbeing, as well as physical health **GW2**
10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time **GW3 GW4 GW5**
11. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) **GW1**
12. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses **GW5**
13. how to direct attention and manage distractions to support mental health and wellbeing **GW1**
14. self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations **GW1**
15. that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively **GW1**
16. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) **GW5**
17. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad **GW3 GW6 CF3**
18. if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this **GW10**
19. about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief **GW8**
20. about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition **GW8**
21. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school **GW9 GW10**

Keeping healthy and well

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. people who help us stay healthy and who can help if feeling unwell or hurt **HPP1** **PHF4**
2. how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health **HPP4**
3. how to keep safe and well in the sun and protect skin from sun damage **HPP2**
4. why sleep is important; bedtime routines and ways to rest and relax **HPP3**
5. simple hygiene routines that can stop germs from spreading **HPP5**
6. who to talk to if they are worried about their health **PHF4**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

7. how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health **HPP4**
8. about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves **HPP2**
9. how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep **HPP3**
10. why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) **HPP5** **HPP6**
11. the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health **HPP1**

Physical activity and nutrition

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what being healthy means and how physical activity helps people to stay healthy **PHF1**
2. ways to be physically active every day **PHF2**
3. that there are different types of food and drink, with different tastes and textures, and people enjoy different foods **HE2**
4. that people often share food together, e.g. during mealtimes or special occasions **HE2** **HE3**
5. that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk **HE1** **HE4**
6. that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink **HE1** **HE4**
7. when and how children can make choices about what they eat and drink and who can help them make healthier choices **HE2**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

8. what good physical health means; the characteristics of a balanced, healthy lifestyle **PHF1**
9. the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines **PHF1** **PHF2**
10. about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain **PHF3**
11. the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing **HE1**
12. about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods **HE4**
13. how to develop healthier eating and drinking habits and how to manage influences on their choices **HE1** **HE2** **HE4**
14. some benefits of preparing meals at home; how to plan and prepare healthy meals **HE3**
15. how and when to speak to adults (including in school) if they are worried about their health **PHF4**

Changing and growing up

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. about growing and changing from young to old and how people's needs change **DB1**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

2. the external genitalia and internal reproductive organs in males and females **DB1 DB2 DB3**
3. the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes **DB1**
4. that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them **DB1 DB3**
5. the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing* **DB3**

* Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers.

Sex education **

6. about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ***

** While Sex Education is not statutory in primary schools, the Department for Education recommends "that primaries teach Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science."

*** Pupils may know that sexual intercourse does not always result in a baby and they may already have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.

Personal safety and first aid

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what rules are, some basic safety rules and how different rules can help to keep people safe in different situations **PS1**
2. how to recognise potentially harmful or hazardous situations in everyday life, including at home **PS1**
3. ways to keep safe when out and about, e.g. near railways, on the street and in busy places **PS2**
4. how to cross the road safely with adult support **PS2**
5. how to keep safe around water, using the water safety code **PS2**
6. about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency **BS4 BS7**
7. how to dial 999 in an emergency (including from a locked mobile phone), and what to say **BFA1**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

8. about the role of rules and laws in keeping people safe **PS1 PS2**
 9. about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances **PS1**
 10. how to predict, assess and manage risk in different situations **PS1**
 11. strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) **PS2**
 12. what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) * **BFA2**
- * schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person
13. when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them **BFA1**

Online life and safety 1 of 3

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. different ways people use the internet in everyday life **WO1**
2. that not everything on the internet is true or real **WO7**
3. how the internet and digital devices can be used to safely and respectfully communicate with others **WO2 WO4 OSA1**
4. that it is important to be kind online; that people's feelings can be hurt by unkindness online **OSA1**
5. that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true **OSA2**
6. basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people **WO10 OSA4 OSA5**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

Understanding the internet

10. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online **WO1 WO2**
11. about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent **WO4 WO10**
12. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see **WO7 WO9 WO10**
13. how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation **WO7 WO9**

Online life and safety (KS2) continues on the next page

Online life and safety

Continued – 2 of 3

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

7. how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices **WO3** **WO5** **OSA3**
8. some benefits and risks of watching videos or playing games online **WO6** **WO7**
9. how to tell a trusted adult if they have worries about something online **WO11**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

14. what AI is (including generative AI) and where it might be encountered in everyday life **WO1**

Risks, rules and wellbeing online

15. reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing **WO5**
16. the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users **OSA3** **WO5**
17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing **WO3**
18. how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing **WO2**
19. how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing **WO3** **WO6**
20. why and how to use privacy and location settings to protect information **OSA4**
21. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online **OSA6**

Safe and respectful behaviour online

22. similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling **WO2**
23. that the same principles about how to treat others apply in all contexts, including online **OSA1**
24. how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous **WO4**
25. strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online **OSA1** **WO4**

Online life and safety (KS2) continues on the next page

Online life and safety

Continued – 3 of 3

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

26. about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support **OSA2**
27. the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet **OSA5**
28. how to decide what is appropriate to share online and what should not be shared **OSA4**
29. the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online **WO11**

Drug education

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

1. that medicines can help people to stay healthy or feel better if they are unwell **HPP6**
2. that some things that go into or onto bodies can be harmful and how we might know if something is harmful **DATV1**
3. to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk **DATV1**
4. the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) **DATV1**
5. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma **HPP6**
6. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others **DATV1**
7. what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break **DATV1**
8. that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know **DATV1** **GW9**

Section 2

Economic Wellbeing and Careers Education

KS1

KS2

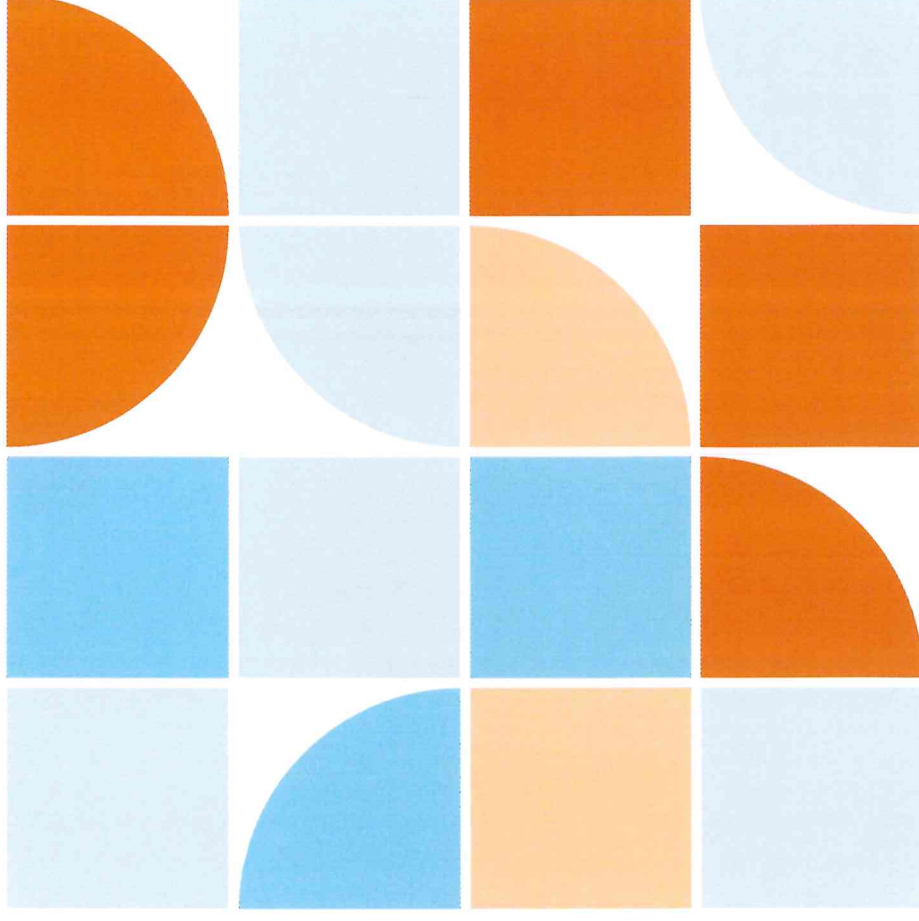
In addition to the statutory Relationships and Health Education content, Economic Wellbeing and Careers Education (comprising career-related learning at primary) complete the key stage 1 and 2 PSHE education curriculum. These are all essential, and complementary, components of a comprehensive PSHE education programme.

Research shows that financial behaviour starts being shaped between the ages of three and seven, and long-term financial outcomes can be predicted from skills and behaviour in children as young as five. And as nearly one in ten 7 to 11-year-olds have paid for things online without adult supervision¹, it is essential that pupils have the opportunity to learn how money and financial decision making can affect people's wellbeing, and how to make informed and responsible spending choices in the future.

Following the government's 2025 Curriculum and Assessment Review, Citizenship Education is set to become a compulsory subject in the primary phase and, as in key stages 3 and 4, this will include elements of financial education. Whilst Economic Wellbeing is not a compulsory part of PSHE education (except for independent schools, where the whole of PSHE education is statutory), it is vital to ensure pupils are taught the personal aspects of financial education. This will give pupils the understanding and skills needed to navigate their feelings about money, understand how money and financial decision-making can affect people's wellbeing, and make informed and responsible spending choices in the future.

Closely linked to Economic Wellbeing, career-related learning at key stages 1 and 2 lays the foundations for effective Careers Education in key stage 3–4. It does so by: developing knowledge, understanding, skills and attributes that support pupils to have high aspirations and ambition; helping them to understand the concept of work and career as well as the links between learning and work; building confidence, self-esteem and self-reflection; and, developing transferrable skills that will support them throughout their education and career.

1. www.monetandpensionsservice.org.uk/wp-content/uploads/2021/11/financial-education-guidance-primary-schools-england-2021.pdf



Economic wellbeing

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what money is, how people get money, and what it is used for
2. that money needs to be looked after; different ways of doing this, including keeping money in an account
3. different ways of paying for things
4. that money can be saved or spent; that people make different choices about saving and spending money
5. the difference between needs and wants; that people may not always be able to have the things they want

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

6. that people have different attitudes towards saving and spending money
7. what influences people's decisions about saving and spending, including individual priorities, needs and wants
8. how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to
9. that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics)
10. different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account
11. advantages and disadvantages of different ways of paying for things

Careers education: aspirations, learning and work

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of
2. that people can earn money to pay for things by having a job
3. different jobs that people do, including roles and responsibilities people have in their community
4. some of the strengths and interests someone might need to do different jobs

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

5. to recognise their achievements and personal strengths; how to set targets to help achieve their goals
6. to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy
7. that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career
8. that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways
9. how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career
10. that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
11. that there are different routes into careers (e.g. college, apprenticeship, university)
12. about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	